LIBRARY SCIENCE IN INDIAN UNIVERSITIES

Report of the
University Grants Commission
Review Committee

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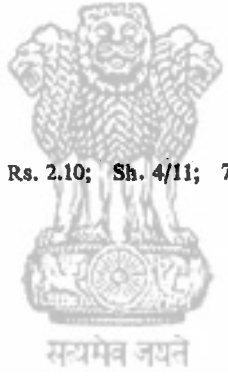

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Foreword

This is a report by the Review Committee appointed by the University Grants Commission to review the standards of teaching and research in Library Science in the Universities. The Commission is grateful to Dr. S. R. Ranganathan, the Chairman of the Committee, and to other members of the committee for the time and attention they gave so generously to the work of the Committee.

I have no doubt that this report will be of wide interest and utility to teachers of Library Science and to the universities and colleges generally.

NEW DELHI
October 28, 1965.

D.S. KOTHARI
Chairman
University Grants Commission

1

Introduction

1. We in India have been rather slow in recognising the importance of training for library work as a career. For a long time, apprenticeship in a library was considered sufficient for appointment in libraries. The library profession did not attract the best talent in the country for a variety of reasons. Facilities for training of library personnel were also far from adequate. There was no organised attempt to assess the value of training imparted in the library schools. With the recent growth of library consciousness in the country, people have begun to realise the importance of training for librarianship and of maintaining adequate standards in this regard.

2. The function of a librarian is not limited to putting books across the counter or looking after their safety in libraries. The librarian has a much more important part to play and unless he possesses the necessary professional skill, he will not be able to help the reader in an intelligent way, much less to inspire him. The librarian has to arouse a real interest and curiousity in the mind of the reader for acquisition of knowledge. He should also help the cultivation of reading habit. Research scholars need a more intensive type of library service. The librarian has to bring to their attention constantly new materials which might be useful to them in their research work. The need for a well-trained staff to administer the libraries can hardly be over-emphasised.

3. The importance of libraries at the present stage of development of our country is very great. We are developing a net-work of libraries in the country and a public library system is gradually being evolved. The demand for library service has grown further with the democratization of our country. Without libraries, public education, which is essential in a democracy, cannot be promoted. Specilized types of libraries are also coming into existence to meet the requirements of the Commercial Houses, Government Departments, National Laboratories and Research Institutes.

4. Considering the importance of libraries in the development of higher education, the University Grants Commission appointed a Committee to advise them on various matters relating to university and college libraries such as the standards of library buildings, fittings and furniture, reading materials, relation with book trade etc. The committee, *inter alia*, made recommendations in regard to strengthening and development of facilities for training in Library Science. The committee also, emphasised the need of taking up this question for further examination and study. In their view the departments of Library Science in the universities were not functioning satisfactorily.

Historical Background

5. Education for libraries began in India in the second decade of the present century with the starting of a library school in the Baroda State in 1911. This was the result of the interest taken by Sayaji Rao Gaekwar, who, impressed by the splendid work done by public libraries in the West, secured the services of an American librarian Mr W C Bordon as Director of the State Library Department. Mr Bordon had been a pupil of Dr Melvil Dewey, who established the first library school in the Columbia College, New York in 1887.

6. The next step towards the promotion of library education in the country was taken by Mr A Dickenson, librarian of the Panjab University Library. He started a library school in 1915. The school continued till the partition of India in 1947.

7. The first school of library science, which is still continuing, was started in Madras in 1929 by the Madras Library Association in close collaboration with the Madras University. At that time there were no public libraries and other special libraries in the country and therefore most of the candidates deputed for training in the School came from the college libraries. Finding the school serving a useful and necessary purpose, the Madras University took it over in 1931. It continued to give a certificate course of three months' duration during the summer vacation. The students were mostly recruited from among the lecturers in colleges, teachers in schools, and librarians in colleges. A few students came from the other States also. In 1937, the university converted the certificate course into a postgraduate diploma course of one year's duration. Admission to the diploma course was restricted to graduate librarians deputed by the respective libraries. The course was conducted

by the librarian and two or three other members of the library staff of the university library. Till 1944, this school also took a few trainees deputed from the other States.

8. The Bengal Library Association arranged a training camp at Banasberia under the auspices of the Hoogly District Library Association in 1935. The Association also started a summer course in librarianship in 1937. The Imperial Library, Calcutta, started a training course in 1935. This was continued upto 1945.

9. The Banaras Hindu University started a postgraduate diploma course in library science in 1941. In 1944, the University of Bombay started a diploma course and admitted graduates as well as non graduates to the course. It was a part-time course for working men. The Calcutta University started a library school in 1946.

10. In 1947, the University of Delhi established a department of library science providing for :

(i) the postgraduate diploma in library science

(ii) the post-diploma course leading to the M Lib Science degree, and

(iii) research course leading to doctorate.

11. The University of Aligarh started a training course in library science in 1951, the Baroda and Nagpur universities in 1956 and the Vikram University in 1957.

12. At present there are 11 universities viz., Andhra, Banaras, Baroda, Bombay, Calcutta, Delhi, Karnatak, Nagpur, Osmania, Panjab and S N D T Women's which conduct a diploma course in library science. Four universities viz., Aligarh, Kerala, Madras, and Rajasthan are running the Bachelor's degree course in library science. Delhi University provides facilities for the Master's course in library science and research work. The Madras University has laid down the necessary regulations, syllabus etc., for the M Lib Science course. A few universities and a number of State Library Associations conduct a certificate course in library science.

Problems

13. The pattern of library education which has evolved in the

country is not quite suited to the requirements of the new environment that has developed. The problems which have now to be faced will have to be tackled boldly after a systematic investigation, if library education has to develop along right lines in future.

(a) No attempt has so far been made to assess the value of the training programmes offered by the universities. The standard of library training and the content of the courses differ widely from one school to the other. There is no uniformity in regard to the pattern of papers, admission qualifications, scope of practical training, quality of teaching etc. There is an urgent need for improving standards of teaching and research in the departments of library science in the universities.

(b) The quality of entrants to the departments of library science is very poor, as a result of which the standard of training has been at a low level. So far, it has not been possible to restrict the admission to persons of good calibre as students were not attracted to library science course in large numbers for a variety of reasons. In spite of the recent improvement in the salary scales and general conditions of service, the proportion of able people joining the course continues to be small. Most of the schools insist on a Bachelor's degree as minimum qualification for admission. They do not prescribe any age limit or require better performance at the qualifying examination. The departments of library science will have to take effective steps to ensure that only those students are admitted who are intellectually mature and who can really benefit from the type of professional training that is offered by the departments.

(c) Teaching in most of the departments of library science is conducted by part-time staff drawn from the university library. The work of the library staff has increased enormously with the increase in the number of working hours, working days, daily attendance of readers and the annual budget. The number of students admitted to the departments of library science has also gone up. In the light of these factors and in the interest of efficiency considerate attention should be given to the desirability of continuing the tradition of running the department of library science with the help of the librarian and library staff teaching on a part-time basis.

(d) The system prevailing in certain universities of the certificate course being conducted by the universities simultaneously with the higher courses should also be considered in the light of the fact that most of the

teachers in the departments of library science already feel over-burdened by the existing workload in the B Lib Sc course.

(e) Although some useful research work has been done in the country in the field of Library Science, there is further scope for investigations on a more intensive basis.

14. Broadly speaking, the department of library science has the following three-fold functions :

(i) to train professional librarians

(ii) to prepare the holders of B Lib Sc Degree for the additional course leading to the degree of M Lib Sc and

(iii) to engage in research and to train the professionally qualified staff to do research.

Appointment of the Committee

15. The present committee was appointed by the University Grants Commission to consider the question of improving the standards of teaching and research in the departments of library science in the universities. The following members constituted the committee :

1. Dr S R Ranganathan — *Chairman*
   Director
   Documentation Research & Training
   Centre
   Bangalore

2. Dr C P Shukla — Member
   Librarian and Head of the Department
   of Library Science
   M S University of Baroda
   Baroda

3. Shri K A Isaac
   Librarian and Head of the Department
   of Library Science
   Kerala University
   Trivandrum

4. Shri S Bashiruddin
   Librarian and Head of the
   Department of Library Science
   Rajasthan University
   Jaipur

5. Shri P N Kaula
   Librarian and Head of the
   Department of Library Science
   Banaras Hindu University
   Varanasi

6. Dr P J Philip — *Member. Secretary*
   Joint Secretary
   University Grants Commission

Dr. Jagdish Sharma, Librarian, Panjab University and Shri S Das Gupta, Librarian and Head of the Department of Library Science, Delhi University (formerly Development Officer, Kuruksetra University) were added as members of the committee in July, 1961. Shri B S Kesavan, Director, INSDOC, New Delhi was added as a member of the committee in September, 1963.

The committee had the following terms of reference :

(a) to determine the different types of courses which should be offered by the universities ;

(b) to work out the objectives of the different types of courses ;

(c) to recommend to the universities scheme of papers for each type of course with a view to providing specialization in a particular field ;

(d) to work out agreed syllabus in each of the subjects for the different courses, including the relative place of theory and practice in each subject in the curriculum ;

(e) to recommend methods suitable for teaching the various parts of the syllabus and to lay down guiding principles for the conduct of examinations ;

(f) to lay down the entrance qualifications of the students for the various courses ;

(g) to lay down minimum standards for passing examination and grouping of question papers for the purposes of the examinations ;

(h) to recommend any other steps to achieve uniform and highly developed standards.

16. The first meeting of the committee was held on 15 July, 1961 in the office of the University Grants Commission, Rafi Marg, New Delhi. A statement of the important issues for the deliberation of the committee was prepared. A questionnaire was also prepared on the basis of the issues and circulated to the universities for collection of necessary information regarding the existing facilities in the departments of library science. The second meeting of the committee was held on the 28 and 29 September 1963 in the office of the University Grants Commssion, Mathura Road, New Delhi. At this meeting the committee considered the resolutions of the IASLIC seminar on education for librarianship in India and finalised its recommendations relating to the objectives, curriculum, admission qualifications, minimum qualifications for teaching posts etc., for the B Lib Sc, M Lib Sc and Ph D courses.

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Existing Facilities of Teaching and Research

The information available with the University Grants Commission is based on the replies received from 15 universities namely—Aligarh, Andhra, Bombay, Banaras, Baroda, Calcutta, Delhi, Kerala, Karnatak, Madras, Nagpur, Osmania, Panjab, Rajasthan and S N D T Women's, in response to the questionnaire issued by the committee which is attached as appendix 1.

CERTIFICATE COURSE

1. Only 5 universities, namely, Aligarh, Andhra, Madras, Osmania and Rajasthan conduct a certificate course in Library Science. The object of the course is to train semi-professionals who can manage school libraries and can work in junior positions in the college, university and other public and research libraries. It enables candidates to understand the normal organisation of the service and general library methods.

2. The minimum qualification prescribed for admission to the certificate course is a pass in the High School or its equivalent with professional experience of at least one year in the Aligarh University; a pass in the S S L C examination with some experience of library work in the Andhra University; a pass in the Intermediate or Pre-University with 3 years practical experience or a pass in the S S L C examination with 5 year's experience in the Madras University; and a pass in the High School with one year's experience or a pass in the Higher Secondary or Pre-University in the Rajasthan University.

3. The total number of papers which a candidate is required to offer for the certificate course is 4 in Aligarh University, 3 in Andhra and Osmania, 2 in Madras and 7 in Rajasthan. The main emphasis in the curricula is on (i) Library Administration and Organization (ii) Classification (Theory and Practical) and (iii) Cataloguing (Theory and Practical). In addition to these papers which are common to all the

universities offering the certificate course, the University of Rajasthan has prescribed papers on (i) Bibliography, Book-selection and Reference Service and (ii) School Library Service. As the course is designed for general training in the whole field rather than for specialization, there is no grouping of papers and no optional papers are offered.

4. It is a course of 3 months' duration in Andhra, Madras and Osmania universities; and of 4 months' duration in the Aligarh and Rajasthan universities. As it is a short-term course, the universities of Aligarh and Madras provide for two sessions a year. Teaching is divided between lectures on the one hand and tutorial or field/observational work on the other. The Aligarh University arranges 18 lectures, 2 collective tutorials, 2 collective practicals and 2 group tutorials in a week; Madras University—8 lecture periods and 10 periods of field/observational work; and Rajasthan University—24 lectures and individual tutorial work.

5. In the Aligarh University 400 marks are allotted for course work of the candidates—200 for written work and 200 for practicals. Andhra University assigns maximum of 300 marks, Madras 100, and Rajasthan 700. In Aligarh University, students were required to submit a record of sessional work consisting of the study of reference and general books, survey reports, practical work books and a final work—report but the practice has been discontinued. In Aligarh University the qualifying marks for the I, II and III classes are 60, 48 and 36 per cent respectively in the aggregate. In Andhra University all candidates are declared to have passed if they secure at least 40 per cent in the aggregate with at least 30 per cent in each separate paper and there is no classification according to classes. In Madras University, candidates are placed in distinction (at least 60 per cent) and pass (at least 40 per cent in the aggregate and 35 per cent in each separate paper). In Osmania University the minimum marks required for I, II and III divisions are 60%, 45% and 30% of the aggregate marks with a provision of at least 33% marks in each paper. In Rajasthan University candidates securing 60 per cent or more qualify for the first class and those securing 50 per cent or more but less than 60 per cent qualify for the second class. For a pass in the third class, a candidate must secure at least 40 per cent in the aggregate and at least 25 per cent in each separate paper.

DIPLOMA COURSE

1. The diploma course in library science is being conducted by the following 11 Universities: Andhra, Banaras, Baroda, Bombay, Calcutta,

Delhi, Karnatak, Nagpur, Osmania, Panjab and S N D T (Women's). The University of Madras was also conducting a diploma course but it has been replaced by the B Lib Sc Course from the year 1960. The object of the diploma course is, generally, (i) to give the student an understanding of the basic principles of Library Science (ii) to train him in the skills of librarianship and management of libraries, and (iii) to acquaint him generally with the social, cultural, educational and communicational framework of the library.

2. The minimum academic qualification for admission to the diploma course in all the universities which are running this course is a Bachelor's degree. In Karnatak University a candidate for admission to the diploma course must have secured at least a second class in the degree examination. In Delhi University the candidates must have attained the age of 19 years on the 1st October of the year in which admission is sought. (While the minimum qualification prescribed is a Bachelor's degree, admissions are usually limited to first and high second class graduates).

3. Library Administration and Procedure, Library Organization, Classification (theory and practice), Cataloguing (theory and practice); Reference Service and Bibliography form the common core of compulsory papers in the diploma course. All the universities which offer a diploma course prescribe these papers for compulsory study with some difference in the manner of grouping them. The paper on Library Administration is sometimes coupled with Library Organization (e g Calcuta and S N D T Women's) and the paper on Bibliography is sometimes classified into (a) Document and (b) Physical (e g Delhi and S N D T Women's). The other distinctive features of the course are (i) a paper on general knowledge in the Bombay, Calcutta, Karnatak, and S N D T Women's universities, (ii) a paper on language in the Calcutta University, (iii) a paper on the History of Libraries and Library Movement in Bombay, Karnatak and S N D T Women's Uuiversities, iv) a paper on Cultural History of India in the Bombay Uuiversity, v) a *viva-voce* test in the Karnatak and Nagpur universities, vi) a paper each on records (sessional note book) and project report in the Panjab University. Banaras is the only university which provides optional papers in the diploma course. The papers relate to library organization in (i) university, college or special libraries, (ii) public libraries and (iii) school and children's libraries. But for these minor variations, there is general uniformity in the content of courses offered for the diploma course in library science.

4. The total number of papers (theory and practice) which a

candidate is required to offer at the final examination varies from one university to another. The number of prescribed papers is 9 in the universities of Baroda, Calcutta, Karnatak and Panjab; 8 in the Bombay, Delhi and Nagpur universities; 7 in Andhra, Banaras and Osmania universties and 6 in S N D T Women's. These figures include 2—3 papers on practice in classification, cataloguing, reference service etc.

5. The duration of the course is one academic year in all the universities which offer it. But there is lack of uniformity in regard to the number of hours assigned per week for course work and its distribution between lectures, discussion, practical work etc. Students have to do 1-2 hours of tutorial, practical, field/observational work every day but in most of the universities the emphasis is on formal lecturing and in some viz., the Bombay and Nagpur universities the total number of hours assigned to course work (17-20 per week) appears to be inadequate.

6. The total marks vary from 700 to 900 in different universities. In the universities of Banaras, Baroda and Delhi 500 to 600 marks are assigned for theory and 200 to 300 marks for practice and each paper carries 100 marks. In the remaining universities 75 to 100 marks are allotted to each paper in theory and 50 to 75 marks to each paper in practice. In the universities of Karnatak, Nagpur, Panjab and S N D T Women's, some credit is also given to sessional work, maintenance of records, class journals etc. The Nagpur University has a compulsory *viva-voce* test of 50 marks and in the Panjab University candidates for the diploma examination have to write a project report which is evaluated. The minimum number of marks for securing a place in the first class are 60 per cent of the aggregate in all the universities with the exception of Bombay which prescribes 65 per cent for the first class. For a place in the second class, candidates must secure at least 50 per cent of the aggregate of marks in all the papers (in Banaras Hindu University the minimum requirement for a second class is 45 per cent and Andhra University does not award a second class). The minimum requirement for a pass in the third class is 40 per cent except in Banaras and Osmania universities where it is 35 per cent and 33 per cent respectively. Some universities viz., Nagpur and S N D T Women's declare their students to have passed in the diploma course with distinction, if they secure more than 75 and 65 per cent marks respectively in the aggregate. The following universities prescribe separate minima for each group or paper for

a pass :

1.	Andhra	— 80 out of 150-200 marks in each group and 30 out of 75-100 in each paper.
2.	Banaras	— 35 per cent in each group and 25 per cent in each paper.
3.	Baroda	— 35 per cent in each paper, 40 per cent in each group and 50 per cent in papers on practice.
4.	Bombay	— 40 per cent in theory and 50 per cent in Papers on Practice.
5.	Nagpur	— 35 per cent in written and 45 per cent in papers on practice.
6.	Panjab	— 35 per cent in each paper.
7.	S N D T Women's	— 35 per cent in each theory paper and 40 per cent in papers on practice.

B LIB SC COURSE

1. Only 4 universities, namely Aligarh, Kerala, Madras and Rajasthan are running a Bachelor's course in library science. The objective of the course is to train professionals in the management of medium sized libraries and to give them sound knowledge of the basic principles of library science. (The Banaras Hindu University has framed the necessary ordinances and syllabus etc., and has included a proposal in its development plan for instituting the B Lib Sc course. The Lucknow University has an optional paper on library science in the B Ed course and has also started a one year course leading to the Bachelor's degree in library science. The course has 8 compulsory papers including practicals and sessional book).

2. The minimum academic qualification required for admission to the course is a Bachelor's degree or an equivalent qualification but candidates with a Master's or Honours degree are usually preferred. Kerala University gives preference to candidates deputed by recognized institutions. In Madras University candidates are selected provisionally in January and are required to produce a certificate of apprenticeship in an approved library for a period of four months. The certificate may, however, be obtained concurrently or during vacations when studying for the degree. In Aligarh University, preference is given to candidates who have obtained a certificate in library science.

3. The pattern of courses for the Bachelor's degree in Library Science reflects a great deal of uniformity in regard to the number of papers required to be offered, practicals, courses of study and contents. The courses have both theoretical and practical components and comprise the following studies: (i) Library Administration and Procedure (ii) Library Organization (iii) Classification (Theory) (iv) Cataloguing (Practice), (v) Cataloguing (Theory), (vi) Cataloguing (Practice), (vii) Physical Bibliography and Book-Selection; and (viii) Document Bibliography and Reference Service. In addition to these papers which are common to the degree courses, students have to submit a record of term work in the Kerala University which includes the following: (i) Book Selection Cards written (ii) Catalogue Cards written (iii) Practical classification note-book (iv) Description of reference books and diary of reference service and (v) Drawings of fittings and furniture.

4. The duration of the course is one academic year. On the average 30 to 32 hours per week during working terms are provided in the time-table of the department, of which 3 to 4 periods per day are assigned to lecture work and the rest to tutorials, discusssions, field/observational work etc. The universities also encourage directed self-study and holding of seminars and colloquim for paper-reading and discussion.

5. The total marks allotted to course work (theory and practice) are 800 (100 for each paper in the universities of Aligarh, Madras and Rajasthan and 900 (100 for each paper and 100 for record, of term work) in the Kerala University. The minimum, marks which a candidate has to secure for a place in the I, II and III class are 60%, 50% and 40% of the aggregate respectively except in Aligarh University where for II and III class the minimum marks required are 48% and 36% respectively. The universities have also prescribed a separate minima for each group of paper for success in the examination. The Aligarh University has prescribed 20% marks in each paper as the minimum requirement for a pass; Kerala University 40% in each part and record of term work and 30% in each paper; and the Madras and Rajasthan universities 35% in each group. In Madras University candidates who obtain 75% or more marks in any group are deemed to have passed the examination in that group with distinction.

M LIB SC COURSE

1. Delhi is the only university which conducts a Master's course in Library Science. The Madras University has framed the necessary

regulations, syllabus etc., for the course. The department of library science at the Delhi University is organized in the Faculty of Arts and has been recognised by UNESCO as one of its associated projects. The University also has an Institute of Library Science and the department and the Institute co-operate in running the Library Science courses. The objectives of the course are : (i) to give the student specialized knowledge in respect of (a) types of libraries, and (b) types of library materials ; (ii) to acquaint him with (a) organization of the Universe of Knowledge, and (b) research organisations and research methods ; (iii) to make him proficient in (a) advanced techniques of library classification and cataloguing and (b) methodology of documentation and bibliography.

2. For admission to the Master's course, a candidate must possess (i) a diploma in Library Science of the University of Delhi or (ii) a post-graduate diploma in library science of any other university recognised as its equivalent provided that such a candidate has obtained not less than 50% of the marks in his diploma examination and has passed (with not less than 50% marks) an admission test in library classification and library catalogue given at the time of admission.

3. The programme of study for the Master's degree in library science includes 7 compulsory and one out of three optionals as below :

(1) Universe of knowledge : Its development and structure.

(2) Advanced library classification (theory).

(3) Advanced library classification (practice).

(4) Advanced library catalogue (theory).

(5) Advanced library catalogue (practice).

(6) Advanced library organization.

(7) (i) Academic libraries or (ii) specialist libraries or (iii) archival libraries.

(8) Literature survey (the survey paper consists of a sessional paper and bibliography with abstracts in a special subject selected by the student in consultation with the Director. Alternatively, depending upon the subject, the paper may embody the results of the field investigation done by the student).

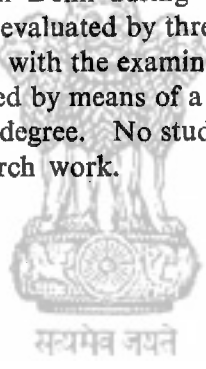
4. Each paper for the Master's degree examination carries 100 marks. Minimum number of marks to secure a place in the first division are 60%

of the total number of marks, minimum for a place in the second division 50% and minimum for a place in the third division and a pass 40%.

5. It is a full time course of one year's duration consisting of three terms. On the average, 13 hours of teaching (lecturing) per week during working terms is arranged in addition to essay writing and seminar discussions.

PH D COURSE

Facilities for research work in library science exist in the Delhi University only. The objective of the course is to train candidates in the methods of research in the field of libray science. The minimum academic qualification required for admission to the Ph D Course is a Master's degree in library science or an allied subject and success in a *viva-voce* test. Residence in Delhi during the period of the course is compulsory. The thesis is evaluated by three examiners and the internal supervisor is not associated with the examination of the candidate. The candidates are also examined by means of a *viva-voce* test on the thesis. One student has taken this degree. No student has at present registered in the department for research work.



Details of the levels of training, recruitment of students, professional and non-professional content of the courses, duration of the courses, apprenticeship, teaching methods, teachers' qualifications, physical facilities, library facilities, fees and scholarships etc., are given in General Statements 1 to 8 attached to this report.

3

Syllabus

Since the operational suggestions regarding the content of the courses are necessarily determined by the purposes one has in view, we first examined the objectives of the various courses. A clear definition of the objectives was considered desirable for a proper reorientation, of the courses. The scheme of papers outlined in the following paragraphs contains what, in our opinion, constitute the basic essentials of the subject of Library Science at different levels.

CERTIFICATE COURSE

Objectives

(i) To give the student knowledge of the elements of Library Science.

(ii) To train the student in library routine.

SCHEME OF PAPERS

(i) Library routine
(ii) Library service and organization
(iii) Library classification
(iv) Library cataloguing
(v) Record of practical work

B LIB SC COURSE

The following provisions of the B Lib Sc course form a core showing the necessary items of curriculum for the course. It is possible to have different grouping by different departments in the light of the needs or special facilities available to them. Such a change should always be commensurate with the general standards suggested here.

Objectives

(i) To give the student an understanding of the basic principles and fundamental laws of library science.

(ii) To enable the student to understand and appreciate the functions and purposes of library in the changing social and academic set up of the society.

(iii) To train the student in the techniques of librarianship and management of libraries.

SCHEME OF PAPERS

(i) Library Organization
(ii) Library Administration
(iii) Physical Bibliography and Book Selection
(iv) Document Bibliography and Reference Service
(v) Library Classification (Theory)
(vi) Library Classification (Practice)
(vii) Library Catalogue (Theory)
(viii) Library Catalogue (Practice)
(ix) Record of Practical Work

PAPER 1—LIBRARY ORGANIZATION

Laws of Library Science, educational and other social functions of a library system, public relation, extension service.

Types of libraries, national library system, library functions of the Union government, the State government, and the local bodies. Library co-operation.

Library building and equipment for small and medium size libraries.

History of library movement in Great Britain since 1850 in general terms and in India since 1900. General acquaintance with the library system of USA and with the library activities of UNESCO, IFLA (International Federation of Library Association and IFD (International Federation for Documentation).

Principles of and factors for library legislation, (including finance and organization). Study of the model State Library Act (Sec. 42 of the book 'Five Laws of Libray Science'), the Model Bill published by the Union Ministry of Education, and the Library Act of any one State.

Library authorities, library committees, library rules.

Paper 2—Library Administration

Principle of Library management, Library staff and its organization.

Selection, ordering, accessioning and withdrawal of books and periodicals. Arrangement of reading materials. Stack room guides and display methods. Stock verification.

Circulation work and issue methods. Library forms, registers, and records. Library budget and accounts. Library committee's work. Annual report. Library statistics.

Paper 3—Physical Bibliography & Book Selection

Physical Bibliography, essentials of book production-paper, printing, binding, kinds, qualities and sizes of papers, printing, near printing process, parts of a book. Factors in manufacturing process affecting them. Book illustration. Binding. (All viewed from the librarian's angle only).

Selection of book and non-book material and reprographs. Principles. Demand and Finance. Standard sources for book selection.

Paper 4—Document Bibliography & Reference Service

Kind of document bibliographies with their respective agents and reference values.

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Subject bibliography and documentation list. Indexing, abstracting, and reviewing periodicals. Provision for these in different subjects. Acquaintance with them.

Construction of bibliography. Kinds of arrangements of entries in a subject bibliography and their respective reference values.

Existing bibliographical services in India. Acquaintance with British National Bibliography, Indian National Bibliography and other important document bibliographies, INSDOC.

Reference service, initiation of readers in the use of the library. Ready reference service. Reference books. Provision of reference books in different subjects. Long range reference service. The methods of rendering such services. Acquaintance with important reference books.

PAPER 5—CLASSIFICATION (THEORY)

Need for and purpose of library classification. General theory of classification and its canons. Knowledge classification and its canons. Class Number. Its structure and its quality as an artificial language of ordinal numbers. The five fundamental categories. Focus, Isolate. Facet-analysis, sector-analysis, zone-analysis and phase-analysis. Steps in classification, principles for helpful sequence of phases, and facets and of isolates in an array. Enumerative *Vs* analytico-synthetic classification. Postulational procedure in classifying. Detailed and comparative study of the basic classification of books and periodicals as outlined in Colon Classification and Decimal Classification (latest editions). Book classification and its canons. Book number. Diversification of sequences in a library. Collection number. Call number.

PAPER 6—LIBRARY CLASSIFICATION (PRACTICE)

Classification of books and periodicals by the Colon Classification and the Decimal Classification (the latest editions to be used).

PAPER 7—LIBRARY CATALOGUE (THEORY)

Purpose of library catalogue. Canons of cataloguing. Cataloguing terminology. Types and physical forms of catalogue. Classified catalogue. Dictionary catalogue. Kinds of entries. Parts of entries. Arrangement of entries.

Choice of heading. Rendering of personal, geographical, corporate, and series names, in headings of entries. Chain procedure, list of subject headings, choice and rendering of headings in subject entry.

Author analytical. Subject analytical. Cross reference entry.

General entry. Class index entry. Entry in a bibliography. Subject entry. Cross reference index entry.

Comparative study of the Classified Catalogue Code and the Dictionary Catalogue Code.

Comparative study of the rules for the choice and rendering of author heading in the Classified Catalogue Code and the ALA Cataloguing rules (latest editions).

Note: Cases of complicated foreign personal names, complicated corporate authorship and complex periodicals are excluded.

PAPER 8—LIBRARY CATALOGUE (PRACTICE)

Cataloguing of books and periodicals according to the Classified Catalogue Code and the Dictionary Catalogue Code subject to the "Note" in the syllabus for Library Catalogue (Theory)—(latest editions to be used).

M LIB SC COURSE

The following provisions of the M Lib Sc syllabus are based on the present practice in the departments of library science conducting the course. These will have to be reviewed in future as and when other departments begin to conduct the course and prefer other kinds of specialization or emphasis.

Objectives

(i) To acquaint the student with

(a) the organization and development of the universe of knowledge

(b) research organization and research methods.

(ii) To give the student specialised knowledge in respect of

(a) kinds of reading and kindred materials, and of documentation lists

(b) different types of libraries

(iii) To make the student proficient in

(a) advanced library techniques in the methodology of documentation ; and

(b) advanced management and administration of selected types of libraries.

SCHEME OF PAPERS

(i) Universe of knowledge. Its development and structure

(ii) Depth Classification (Theory)

(iii) Depth Classification (Practice)

(iv) Advanced Library Catalogue

(v) Any one of the following:

(a) Public Library System

(b) Academic Library System

(c) Researh and Technical Library System

(d) Documentation

(vi) Project during term time

Any one of the following projects :

(a) Preparation of a project on an approved topic falling within the area of any one of the subjects offered as an optional paper under (v) above.

(b) Preparation of a documentation list on an approved topic on the basis of a set of approved periodicals for one year.

(vii) Literature survey in one of the following fields :

(a) Indology

(b) A subject in Humanities, e. g.,

(1) Literature

(2) Linguistics

(3) Religion

(4) Philosophy

(5) Psychology

(c) A subject in Social Sciences, e g., Geography, History, Political Science, Sociology, Law etc.,

(d) One of the Pure Sciences

(e) One of the Applied Sciences, e g., Civil Engineering, Electrical Engineering, Nuclear Engineering, Mechanical Engineering, Production Engineering, Chemical Engineering, Technology, Agriculture, Forestry, Animal Husbandry, Medicine, Pharmacology, etc.,

(f) Government Documents

(g) Juvenile Literature.

PAPER 1—UNIVERSE OF KNOWLEDGE: ITS DEVELOPMENT AND STRUCTURE

1. The various subjects having knowledge as the field of study and their inter-relation.

2. Primary senses. Association. Intellection, Imagination, Intuition.

3. Sensory experience. Intellectual experience. Individual's Externalised and Socialised memory. Thought-Term relation. Nomenclature. Terminology. Fundamental terms and their standardisation.

4. Fact. Empirical law. Descriptive formulation. Fundamental law. Interpretative explanation. Hypothesis, Normative Principle. Deduction. Empirical Verification. Abstraction. Generalization. Concretisation. Particularization. Spiral of scientific method.

5. Positivistic, speculative, and authority-centred modes of thinking. Methods of pure sciences, applied sciences, social sciences and humanities including fine arts.

6. Universe of knowledge as mapped in schemes of library classification. Its demarcation into sections and subsections. Universe of knowledge as a static continuum.

7. Inter-relation of sections. Modes of inter-relation and cross-section. Formation of new sections. Modes of formation. Dissection. Denudation. Lamination. Loose assemblage. Universe of knowledge as a dynamic continuum.

PAPER II—DEPTH CLASSIFICATION (THEORY)

1. General theory of classification and its canons. Theory of knowledge classification and its canons. Work in the idea plane and the notational plane. Basic class. Isolate. Facet Analysis. Phase Analysis. Focus. Simple, compound and complex foci. Inter-subject, intra-facet, and intra-array phase relation. Principles for sequence of classes.

2. The five fundamental categories and the facets corresponding to them. Rounds and levels of manifestation of the fundamental categories. Postulates for idea plane. Principles for helpful sequence of any two facets.

3. Array. Telescoping of arrays. Telescoping of facets. Common isolate-anteriorising and posteriorising. Quasi-common isolate. Special isolate. Quasi isolate. Environmented isolate. Superimposed isolate. Principles for sequence of isolates in an array.

4. Enumerative classification. Analytico-synthetic classification. Enumeration of isolates in a facet. Formation of isolates by alphabetical, chronological, geographical, or subject device. Zone and sector analysis. Abstract classification.

5. Notational plane. Postulates for notational plane. Co-extensive of Individualising class number. Expressive class number. Mixed notation. Sector notation within an array. Group notation. Hierarchial and non hierarchial notation within a facet. Telescoping of arrays and of isolates in schedule.

6. Macro-thought. Classification for book arrangement. Micro-thought. Classification for documentation work. Depth classification. Other uses of library classification in a library. Use of classification in arranging materials other than documents. Classification and coding for machinery for search.

7. Evolution of classificatory technique. Comparative study of Bibliographic Classification, Colon Classification, Library of Congress Classification, and Universal Decimal Classification. Standards for the elements needed in the design of classification schemes. Universal and special schemes of classification. Classificatory terminology.

8. Classificationist and design of classification. Classifier and assignment of class numbers. Steps in classification.

PAPER—III—DEPTH CLASSIFICATION (PRACTICE)

Classification of books, monographs, and articles by Colon Classification and Universal Decimal Classification. (latest edition).

PAPER—IV—ADVANCED LIBRARY CATALOGUE

1. Canons for cataloguing. Lay-out of a catalogue code. Standards for the elements needed in catalogue codes at the international, national, linguistic and local levels.

2. Classified catalogue. Dictionary catalogue. Kinds of entries. Specific entry. General entry. Main entry. Added entry.

3. Choice of heading for main entry and book index entry for simple, multi-volumed, and composite books, periodical publications, and micro-documents.

4. Rendering of personal, geographical, corporate and series names and titles of books in headings of entries.

5. Title section in main entry and in any other specific entry.

6. Choice and rendering of headings in subject entries. Chain procedure. List of subject headings.

7. Author analytical. List of subjet analytical.

8. Class index entry. *See* and *See also* subject entries. Cross reference index entry.

9. Comparative study of the latest editions of the Classified Catalogue Code with additional rules for the Dictionary Catalogue, the ALA Code, and the Rules for the Dictionary Catalogue.

10. Alphabetisation and its problems. Abbreviation of titles of periodical publications. Bibliographical reference.

11. Lay-out and additional rules for union catalogue, abstracting and indexing periodicals, and national bibliography.

12. Cataloguing of non-conventional forms of documents.

PAPER—V (a) PUBLIC LIBRARY SYSTEM

Advanced study of the syllabus prescribed for the B Lib Sc examination for Library Organization.

1. Library legislation. History of library legislation in India, Great Britain, and the United States. Comparative study of the British Library Act, the Library Acts in India, the Model Acts in the Five Laws of Library Science, and the Model Bill published by the Union Ministry of Education. Acquaintance with the Library Acts in USA and Scandinavian countries. Copy right collection and its administration.

2. The national and the State library systems for India, and of the United States, and Great Britain. Public library personnel for the nation. Determination of public library finance, library standards.

3. Library system in relation to mass education, political, industrial and economic life, cultural advance and occupation of leisure. Library publicity and extension work.

4. Organization for national and international documentation lists and periodicals.

5. National and international inter-library loan. International exchange of publications. National exchange centre. Exchange of publications within a nation.

6. Library buildings and equipment for City Central Library, Rural Central Library, Regional, State, and National Central Libraries, Travelling library vans. Standards for the elements needed in the design of library buildings, fittings and furniture.

PAPER—V (b) ACADEMIC LIBRARY SYSTEM

1. School library. School library system. College library. University library.

2. Place of library in educational institutions. Correlation with class-room work. Library hours. Library records of students. Library lessons. Library and research.

3. Relation with teaching faculty. Book selection. Class library. Extension material. Library publicity.

4. Library organization. Centralization. Departmental library. Library finance.

5. Library building and equipment for school, college and university libraries.

6. Library administration. Purchase of books and periodical publications, reprographs and kindred reading materials. Book display. Topical sequences. Text book library. Weeding out. Display and circulation of periodical publications. Inter library loan. Documentation service. Library bulletin.

PAPER—V (c) RESEARCH and TECHNICAL LIBRARY SYSTEM

1. Types of research and technical libraries of industrial and commercial enterprises, newspaper offices, Government departments and research institutions.

2. Kinds of technical and research libraries. Libraries of individual institutions. Central libraries at national and regional levels. Inter library co-operation. Service library. Distributing library.

3. Place of library in the parent body. Correlation with the activities of the departments of the parent body. Relation with the staff of the departments of the parent body.

4. Organization of the different types and kinds of research and technical libraries. Scientific management and work study. Operational research and measurement. Library statistics and librametry. Library finance. Housing of library, its functional lay-out and equipment.

5. Classification and filling of fugitive materials, such as trade catalogues, directories, prospectuses, leaflets and clippings. Help in the classification and arrangement of commodities.

6. Library administration. Selection and acquisition of books and periodical publications, reprographs and kindred reading analysis. Accession work. Maintenance, circulation and display of books, periodical publications, patents, standards, specifications, drawings, pamphlets, clippings, microfilms, instrument-recorded meta documents and similar materials.

7. Reference service. Documentation service. Abstracting service. Library bulletin. Utilisation of international, national and local sources and centres of information.

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PAPER—V (d) DOCUMENTATION

1. Book and document : macro thought and micro thought; nascent thought; generalist and specialist readers. Bibliography and documentation list.

2. Documentation work. On demand. In anticipation. On a specific subject. On all subjects. National and international coverage. Retrospective and current. Varieties of documentation list. Principles of selection for national and local documentation work.

3. Documentation service; Facet analysis in helping the reader in the exact enunciation of his subject of interest at the moment. Document search. Data search. Search for entities having several specified properties or values.

4. Search methods, Conventional methods—classified catalogue using depth classification and subject headings by chain procedure, mechanical methods—punched cards, machine retrieval. Coding for machine methods. Relation of depth classification to coding for machinery. Mechanical aids for the search of entries having several specific properties or values. Comparison of conventional and machine methods. (Note: The engineering and technological aspects of mechanical methods are excluded).

5. Procurement of documents : From national and international sources.

6. Types of reprograph methods and forms from the point of view of users and top management of documentation centres. Photostat. Enlargement. Microfilm. Microfiche. Microcard. Other kinds of reproduction. Storage and preservation. Reading apparatus (Note : The engineering and technological aspects are excluded).

7. Translation service : Full time translators. Panel of translators. Full time editors. Translation bank. Machine translation. (Note : Excluding engineering aspects and the actual work of translation).

8. Abstracting : Abstracting personnel. Competence in subject field and depth classification. Use of author synopsis. Need for abstracting one and the same document in the abstracting media of several subjects. Abstract with slant. Canons of abstracting. Language : Sentence form. Kernal form. Technical term; Popular terms. Use of standard fundamental constituent term. Length of abstract. National and international co-ordination of abstracting service. Information about progress towards machine abstracting (Note : Excluding engineering aspects).

9. Levels of organization for documentation. International, National, Local, INSDOC. Role of IFD and UNESCO as co-ordinating and promoting agencies.

10. Social factors making documentation necessary. Population pressure. Supplementing natural and near natural commodities, by artificial commodities made from unconsumable raw materials with the aid of technology. Reference service to research workers. Conservation of the rasearch potential of the world. Research-in-parallel. Research-in-Series. Plough-back of nascent micro-thought into the minds of the research team.

Digest service to top management. Service of audio-visual documents to the foremen and the men at the bench.

Ph. D. COURSE

The main objective of the Ph. D. Course is to guide the student in doing research in an area of library science in order to train him in the methods of research and to make him write a thesis under supervision.

4

Sectors for Research in Library Science

1. There is unlimited scope for research in Library Science. Research in this field is also necessary for securing social efficiency. New sectors for research will be disclosed as and when known sectors are cultivated.

2. Classification is the most intellectual of these sectors. It is bound to fascinate some minds in its own right as a discipline. There will be no end to the challenge it will throw to the schools of library science in making library service attain its social fulfilment. In this sector, India's Colon Classification struck new ground in making classification analyticosynthetic *ab initio* and relegating enumeration to the level of fundamental constituent ideas. At the present moment some of India's pure techniques are engaging the attention of the world. These are the techniques of phase analysis, facet analysis, zone analysis, sector analysis telescoping, and criteria for group notation. These are of great potentiality. The importance of exploiting these techniques to make documentation efficient was emphasized by a resolution adopted during the Third International Congress of Libraries and Documentalists held in Brussels in September 1955. These techniques have laid bare hundreds of problems, both in the Idea Plane and in the National Plane.*

3. The International Federation for Documentation had assigned to the care of India its FID/CA (the Committee on the General Theory of Classification) from 1951 to 1962. Since 1963, the Honorary Chairmanship of its successor body, FID/CR (Classification Research Committee) has also been given to India. An International Study Conference was held in England in 1957 to promote the study of the faceted classification originated in India. In September 1964 the Second International Conference on the same subject was called at Elsinore, Denmark. The

*They are listed, as far as they had been noticed, in the last chapter of Ranganathan's *Prolegomena to library Classification*, ed 2 (1957). But the problems listed in edition 2 are deeper as well as more numerous. Even of these, a few have been solved during the last six years. But every problem solved has created some additional new problems at greater depths. There can be no end to this chain action.

Presidentship of both the Conferences went to India. It is desirable that the Schools of Library Science in the country should continue to participate intimately in this international effort.

4. Cataloguing is full of many unsolved difficulties. It has all along been guided by shifting rules of thumb. India's chain procedure brought some order in the sphere of subject headings. The British National Bibliography is applying it on a large scale. But, there are still many unsolved problems in the application of this technique. The chain procedure poses many new problems when applied to micro-documents of an advanced nature appearing in the current periodicals. Further, the chain procedure has directly or indirectly stimulated thinking out of other alternative techniques to meet the problems of subject heading—such as uni-term and co-ordinate indexing. The renderning of personal and corporate names in headings needs much fundamental work. It requires large scale surveys by persons doing floor duty in the libraries and a statistical study of the results of such surveys. The present widespread international exchange of books, periodicals, and documents containing nascent thought has made it obligatory to do some re-thinking in this subject. India has already made some fundamental contributions in this sector. It has enunciated the necessary normative principles to guide further work.*

5. Documentation is a new but socially potent branch of library science. It took clear shape essentially after World War II. At present, international documentation ventures have been coming up and dying in an un-coordinated and wasteful way. An investigation of an impersonal, academic kind will be necessary at intervals. This needs a methodology. The technique of documentation also needs reforging from time to time.**

6. Reprography of documents as large sized copies or microfilms and micro cards and the reading apparatus for the latter form quite a new sector. This, however, requires joint pursuit by the technologist and the library profession. Most of this work is now being done in USA, France, and other western countries. The Schools of Library Science in India should enter this sector and co-operate with competent engineers and technologists of other countries in this adventure.

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*The application of these principles in the pursuit of the Unesco's assignment on Asian Names and a fuller pursuit culminating in the *Heading and canons* (1955) by Ranganathan have laid bare scores of problems awaiting solution.

**Some of the unsolved problems have been listed in three symposia of India—*Documentation problems* (1951), *Depth classification* (1953), and *Documentation and its facets* (1963) all edited by Ranganathan.

7. The present disequilibrium between population pressure and the available natural and near-natural commodities makes it imperative that the research potential of the country-nay of the world as a whole—should be conserved without being wasted on unconscious or unintended duplication of research effort. At the same time, in the place of three or four languages which alone were used as the media for research till World War II, we now have several languages forming the media for research. Very soon with the awakening of the Asian and African countries, many more languages will form the media of communication in research. This would mean that research workers will have to be fed with literature expressed in several languages. It would be a waste of research potential to make every research worker in a team to learn these several languages. The only sound method will be to provide for the supply of translation of documents, particularly of nascent micro documents to each research worker as and when needed. This brings in the very difficult problem of translation of research papers. This translation is not like literary translation. Nowhere in the world do we seem to have yet succeeded in raising a new generation of translators with competence in the two languages involved in translation and also in the subject expounded. This is a problem which is facing all the countries today. India is no exception. Here, some research will have to be done on the problem of translation. The library profession is not expected to do research in this directly. This task will have to be undertaken by professional translators to be trained for the job.But from the experience of the reference librarians engaged in doing documentation services to the research workers, the library profession will have a good deal to organize their experience properly and present them to the profession of translators. This process of organizing the experience from the point of view of translation itself requires research.

8. Book Science is another sector in which the Schools of Library Science can do much in collaboration with psychologists, authors, artists, and the book trade. The cheif problems for investigation are standards suited to the different age-groups, the lowest quartiles in the intellectual scale, and the neo-literates. The first two of these will be continuing problems. But the last is a pressing one, though temporary.* To enable the National Book Trust do better than profit making concerns, they should be helped by research in the problems listed in the books mentioned here and similar ones, by the Schools of Library Science.

* The topics for investigation are listed in Ranganathan's *Social bibliography* (1953) *Social education literature* (1953), and the *Literature for neoliterates* (1954).

9. Standards for library processes, lay-out of books and other publications, indexes, library building fittings, and furniture form another sector for research. The present phase of expansion in India calls for energetic action on our part. Wastage of money, materials and man-power has to be avoided by a judicious recourse to standardization. The field of library services is no exception to this. The schools of library science should help to base such standards on proper investigation.

10. Library organization is still another field for research. The public library system of many a nation of the West and the library legislation forming their basis had grown in a casual way. We should not succumb to the fatal habit of imitating the West. We must plan and develop our system properly.* One of the problems to be investigated relates to the decennial censuses. The continuous investigation of this problem is necessitated by the fact that the population movement and the changes in the points of population cluster are frequent. For example, the library system organized for the city of Toronto 29 years ago has now been found to be entirely out of focus. Therefore, three years ago, the city of Toronto had to engage research workers to re-draw, so to speak, the library map of that city. In our own country, industrialization is just taking shape. We are already experiencing the effect of it on the redistribution of population and on the concentration of people in some huge population clusters as well as in the redistribution of the smaller population clusters. Apart from this natural cause, the boundary lines between districts and taluks in each of the States are being constantly changed today. Even the very idea of district and taluk has been replaced by that of panchayats, block areas, and so on. The viable unit area in reality, the unit population cluster—will have to be re-examined in the light of the changes in the population distribution and in the new set up of local administration taking place and which are likely to take place in the future. Further, the current attempt of electronic engineers to adapt the computer to document retrieval has created a new area for research by the library profession, lying at the junction of classification, cataloguing, and computer engineering.

The pattern of public finance is changing continuously. The statutory Finance Commission watches this and makes adjustments every five years. The public library finance has to be drawn from Public Finance.

* Some problems for investigation in this matter have been listed in *Library development plan* (1950) by Dr. S.R. Ranganathan.

Therefore research in public library finance will become necessary from time to time.

11. The academic library system, including the university, college, and school libraries forms another sector for research. The pressing need here is to explore the need for and the problems arising from making teaching child-centred and library-centred. In this area, research will have to be pursued by the departments of library science in collaboration with the departments of education and psychology. There are also other organisational problems needing investigation, from time to time.

12. The specialist libraries developing in the country in association with the industrial and commercial enterprises raise their own problems of organization. These will change from time to time. Therefore, these too will need re-thinking and research as a continuing process.

5

Recommendations

1. Minimum Qualification for Admission

It was not possible so far to attract students of a high calibre to courses in library science as the conditions of working librarians were far from satisfactory. Now that the emoluments and general conditions of service of the library staff have been sufficiently improved, only those students should be admitted to the courses who are intellectually mature and who can really benefit from the course. The course of library science is a professional course. One peculiar feature of the library profession is that it has to cater to the intellectual needs and requirements of different types of readers. It is a profession which requires a high standard of performance. In order to raise the present standard of library service in the country, it would be necessary to restrict admissions to students who have a good educational background. We would suggest the following minimum qualifications for admission to the various courses :

1. Certificate course	High school certificate or an equivalent qualification.
2. B Lib Sc course	A second class Bachelor's degree of a recognised university.
3. M Lib Sc course	Second class B Lib Sc degree
4. Ph D course	(1) (a) Either a second class M Lib Sc degree, or
	(b) a second class B Lib Sc degree plus a second class Master's degree in any subject of a recognised university.
	(2) The candidate must have shown sufficient evidence of capacity for research.

2. Pre-admission Course

In the earlier years, practically all the students admitted to the various courses in library science were those who had had some experience of working in a library. They were familiar with the routine work as well as with the various kinds of reading material usually found in a library. With the change of circumstances, even raw graduates are now admitted to the library science courses. Very often they are ignorant of reference books, bibliographies, and periodicals. They have no idea whatever of the ordinary routine involved in the day to day library work. The result is that much time has to be spent during the course of the year in giving the student the necessary training in repetitive routine and also in acquainting him with different kinds of publications. This should be avoided as it cuts into the time available for the substance of the post-graduate professional course. It is, therefore, necessary to admit the students provisionally some months in advance and insist on their taking an apprenticeship course for a period of about six months in an approved library. For this purpose the department of library science should keep itself in touch with the approved libraries and ensure that the apprentices are given the right type of training. It would be desirable if the syllabus for the apprentice course is worked out by the head of the department of library science in consultation with the heads of the approved libraries. The practice of asking the students to take apprentice course after the completion of the course in library science does not serve educational purpose to an equal extent. This is now being realised even in other professional courses and pre-course apprenticeship is being introduced in place of post-course apprenticeship.

3. University Courses of Library Science

We attach great importance to the question of determining the courses in library science, which should be conducted by a university and the courses which should be conducted by other bodies. For historical reasons, some of the earlier universities started with courses leading to a certificate in library science. This was necessitated by the fact that at that time there was no other agency in the country for preparing semi-professionals. The circumstances have changed now. In a number of States, the Library Associations, the State Governments, and other bodies are conducting certificate courses to train non-graduates for managing small libraries and for working in junior positions in larger libraries, such as college, university, public and research libraries. There appears

to be no need therefore for the universities to continue the responsibility of teaching to the certificate standard in the present conditions. Moreover, if teachers of library science have to engage themselves in teaching at the lower level, they will not have sufficient time for doing research to gain and maintain competence to teach at a higher level and to guide students in research work. It would be as much an anamoly to make the university department of library science to train semi-professionals as it would be to ask the university departments to train laboratory assistants or to teach in school classes. The main emphasis today is not on teaching or research alone, but on a fruitful combination of teaching and research. Both the Advisory Committee of library science appointed by the Government of India and the Library Committee of the University Grants Commission have therefore recommended that training for certificate in library science should not be the responsibility of the universities. After considering various issues such as the demand and supply of certificate holders in library science in the country, we feel that the certificate course should be left out of the purview of the university departments of library science. The universities should be concerned only with the Ph D, M Lib Sc and B Lib Sc courses. The statement of this policy does not preclude this committee making suggestions for the content, duration, etc. of the certificate courses to be conducted by other agencies. On the other hand, the suggestions may be of use to the nation. It is for this reason that section VI (A) has been included in this report.

4. Equivalence of Diploma and Bachelor's Degree Course in Library Science

At the beginning some of the universities called the postgraduate course in library science as diploma course. In due course the content and the standard of work in the diploma course in library science have been gradually improved and today it has attained the same standard as the B Lib Sc course. We are, therefore, of the view that the diploma course in library science in these universities should be redesignated as the postgraduate B Lib Sc course and should enjoy the same status. For the purpose of appointment and promotion in libraries and in the departments of library science, and for admission to the M Lib Sc course the holders of the postgraduate university diploma of the past should be treated at par with the holders of the B Lib Sc degree of the present. It is neither educationally sound nor necessary (inview of the course content) to make such diploma holders either take an additional course or the examination over again in order to gain the status of the B Lib Sc degree holders.

5. Method of Teaching and Relative Place of Theory and Practice

While it is true that the library profession is an intellectual profession, it does not mean that no routine has to be perfomed by librarians. Most of the techniques like book selection, cataloguing, maintenance of accounts, management and circulation work require an understanding of basic principles and they also involve actual work. For this reason, it is desirable that the total number of hours devoted to the various courses in library science is equally divided between formal lesson and tutorial work on the one hand and actual practice and observation work on the other. Formal lessons should not all be in the form of lectures, putting the students in the passive mood of listening or taking notes. Most of the lessons should involve a two-way flow of thought between the teacher and the taught.

The aim should be to rouse the curiosity of students to make them seek information to satisfy the curiosity, to induce in them a good capacity to analyse a problem from all angles, to make them arrive at valid conclusions from the observed data and the assumptions of laws and principles made to regulate thought, and to develop in them the capacity for collective thinking and team work.

6. Non-professional Subjects

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We find that some universities include in the library science course one or two non-professional subjects in addition to the professional subjects. Thus, for example, Bombay, Calcutta, Karnatak and SNDT Women's universities have a paper on general knowledge ; the Calcutta University has a paper on language and the Bombay University has a paper on cultural history in the diploma course. Historically, non-professional subjects were included in the library science curriculum at a time when non-graduates were admitted to the courses. In India at present the admission to the B Lib Sc course is restricted to graduates, who already have maturity and some understanding of subjects like cultural history, general knowledge, language etc. The necessity for including non-professional subjects does not therefore arise hereafter. Moreover the curricular load of the B Lib Sc course is heavy by itself. If we add non-professional subjects, it would increase the load beyond the proper limit and also lower the standard of the professional content.

7. Examinations

We are not in favour of the present practice of examining the candidates by means of viva-voce test with the help of external examiners. A test of this type is conducted usually on the basis of sessional or project work done by the candidates under the guidance of teachers. Such work should be more appropriately assessed from time to time by the teachers of the department. Moreover, external examiners, on account of the number of candidates involved, do not often get the necessary time to go through each candidate's sessional or project work before the viva-voce test. The character of the test becomes too general and tends to suffer from superficiality. We would further recommend that all the papers for the B Lib Sc and M Lib Sc degrees should be written ones.

8. Working Hours

The time-table of the B Lib Sc course should provide for at least 400 working hours during a session comprising lectures, tutorials, and class practicals (under a teacher's guidance). About one half of these time-table hours should be assigned to lectures and one half to class practicals and tutorials. The time-table of the M Lib Sc course should provide for 300-325 hours for lectures, tutorials and seminars. The time needed for guiding the M Lib Sc students in their project work, or for practicals should be in addition to the provision suggested above.

9. Minimum Qualification for Teachers

In order to raise the standard of teaching and research in the subject, we suggest the following minimum qualifications for teaching posts, which should be insisted upon in the case of all fresh appointments :

Professor	Second class M Lib Sc degree plus doctorate in library science plus experience of guiding research plus 10 years teaching experience or 5 years experience of having worked as a Reader in library science.
Reader	Second class M Lib Sc or second class Master's degree in some subject with first class B Lib Sc plus teaching experience of at least 5 years.
Lecturer	M Lib Sc degree or second class Master's degree in some subject plus B Lib Sc in the second class.

10. Staff Requirement

In the present circumstances, we consider a staff-student ratio of 1 : 10 at the B Lib Sc level and of 1 : 5 at the M Lib Sc level as reasonable. Here staff means full-time staff. In our view, a department of library science conducting the B Lib Sc course should have a minimum staff of one reader and two lecturers and a department conducting M Lib Sc course should have a minimum staff consisting of one professor, two readers and four lecturers. The old practice of employing the university library staff as part-time teachers should be discontinued as early as possible.

11. Physical Facilities

A department of library science should generally provide for accommodation to meet the following requirements :

(a) Two lecture rooms
(b) One practical or laboratory room
(c) One reading room
(d) Staff room for individual teachers
(e) One seminar room
(f) One room for demonstration and use of library equipment
(g) One office room.

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12. Books

We consider a lump initial provision of Rs. 50,000 for basic books and a recurring provision of Rs. 8,000 per annum as the minimum requirement for a department of library science.

13. Training of Teachers

The quality of work of a teacher in library science should be judged on the following grounds :

(a) He must have a good grasp of the subject to be taught.
(b) He should also have a proper training in the methods of teaching.

With the expansion of courses in library science in the country, there has been a decline in the quality of teaching offered by the

departments. We, therefore, recommend a regular training in teaching methods which should include the methods of teaching, psychology and special techniques of teaching the different branches of library science. Facilities should be provided for training at least ten teachers in library science every year.

14. Research

Research in library science has a special importance. First, library techniques require constant improvement based on research. Secondly, with the extension of library service, organisational work in the libraries will have to be adapted to the changing social needs of the country. While considerable research work is in progress in the country, this will have to be augmented further. The new sectors of research in library science are indicated in chapter 4 of the report. We further suggest the institution of research fellowships (about 3 each year). We also recommend the provision of scholarships to deserving persons and holding of seminars, conferences and refresher courses for the teachers of library science in order to raise the standards of teaching and research in the subject.

15. Survey of Trained Personnel—Needs and Quality

The University Grants Commission should arrange a survey of the need for professional librarians of different categories in the country and also carry out an assessment of the quality of the trained personnel turned out by the universities from the viewpoint of both the employers and the employees.

16. Co-operation between the Departments of Library Science and the Library

There should be a close co-operation between the library and the department of library science in a university. It would be useful for the teachers of library science to work in the library for short periods and similarly it would be useful for the librarians to maintain an academic interest in the subject by delivering a few lectures in the department. While we would welcome a close association between the departments of library science and the library in a manner to be determined by the universities, we are not in favour of the present practice of employing part-time teachers in the department of library science drawn from the university libraries. This, in our view is not conducive to efficiency.

Part-time use of the members of the university library staff for teaching library science was possible in the past when the annual library fund was at a low level and there was not much research work in many of the departments of study. These conditions have now changed. Library departments are all active with research work, not only by the teachers themselves but also by a number of research students. Service to them requires the full attention of the university library staff. Further, the annual university finance has now increased considerably due to the grants from the University Grants Commission and from other sources. Therefore, the administrative work of the library also has reached a level calling for the full-time attention of the members of the university staff. Therefore, it is not proper to continue any longer the practice of asking the university library staff to be part-time teachers in the departments of library science. The department of library science should enjoy the same status in regard to leave, vacations, academic matters, representation on university bodies etc., as the other departments of the university.

Sd/-	S.R. Ranganathan	*Chairman*
„	C.P. Shukla	Member
„	K.A. Isaac	„
„	S. Bashiruddin	„
„	P.N. Kaula	„
„	Jagdish Sharma	„
„	S. Das Gupta	„
„	B.S. Kesavan	„
„	P.J. Philip	*Member-Secretary*

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APPENDIX I

Questionnaire Regarding Facilities for Teaching and Research in Library Science in Indian Universities

A. Levels of Training

A1. Courses in library science conducted by university
Ph D
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

A2. Objectives set for each of the courses
Ph D
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

B. Recruitment of Students

B1. Minimum qualifications for admission prescribed for each of the courses:
Ph D
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

B2. Does the university, in admitting students to the different courses, take into consideration employment opportunities ?

B3. Is any consideration given for representation of the subjects of specialisation (at the basic master's or bachelor's degree level) in admission to the courses:

Ph D
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

B4. Is any preference given in admission for students with master's degree or honour's degree to pass course graduates ?

B5. Does the university take any responsibility or give any help for the placement of the trained persons and is any follow up work done in this connection ?

B6. How many of the persons trained during the last five years are now without employment in libraries ?

C. Professional Content of the Courses

(Copies of the syllabus for each course along with copies of the question papers for the last five years may be furnished).

C11. Number of compulsory and optional papers that have to be taken in each course

Course	Compulsory	Optional
M Lib Sc		
B Lib Sc		
Dip Lib Sc		
Cert Lib Sc		
Any other normal or special course.		

C12. Give below a full list of compulsory papers for each course
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

C13. Give below a full list of optional papers for each course
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

C2. Is there any grouping of the papers for the examination for each course ? If so, indicate the groups and the papers covered by each.

C3. In addition to the written papers, are students asked to submit records of their sessional work ? If so, name the records and the subjects for which they are required for each course
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

C4. Does the university give option to students in any of the courses for submitting a thesis in lieu of the optional papers and if so, give full details.

C41. Is the thesis, if allowed, followed by a viva-voce ?

C5. Give the maximum marks allotted for the examination for each course and the minimum prescribed for a first division, second division and a pass.

Course	Maximum marks	Minimum for I Division	Minimum for II Division	Minimum for pass
M Lib Sc				
B Lib Sc				
Dip Lib Sc				
Cert Lib Sc				

C51. Are separate minima prescribed for each group and/or for each paper for a pass. If so, give details.

C6. Give a full list of the subjects on which Ph D work is being done currently and was done during the last three years, by students registered in the department of library science.

C61. Is a viva-voce compulsory for research degree ?

C62. Is knowledge of a foreign language an essential requirement for a student to be admitted to the different research degrees ?

C7. How many examiners are appointed for evaluating research thesis ? Is the internal supervisor one of them ?

C8. In addition to thesis what other requirements do candidates for the research degree have to fulfil ?

D. Apprenticeship

D1. Are persons not already working in libraries required to take apprenticeship in approved libraries after admission, but before the formal course begins ? If so, what is its duration ? If there is a regulation on the subject, give it.

D2. Does the university help students to find suitable libraries in which they can take the apprenticeship ?

D3. Are persons who have passed the prescribed examination required to take a post-training apprenticeship ? If so, what is its duration ? If there is a regulation on the subject, give it.

E. Teaching Methods

Give the average number of hours per week for each of the following:

Ph D
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

F. Duration of the Course

F1. What is the duration of full-time course for each level ?

Ph D
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

F2. Is there any part-time course given for persons working in libraries, in offices, or taking other courses ? If so, what is the duration of the course for each level ?

Ph D
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

G. Department of Library Science and Staff

G1. Give the academic qualification (specifying the university), number of years of teaching and administrative experience respectively and details of research work of teachers. A list of published papers may be given.

G21. Give the average number of hours of teaching (including lectures, seminars, tutorial and practical) per week during working terms, expected from different categories of teachers.

	Full-Time	Part-Time
Professor		
Reader		
Lecturer		

G22. Is any distinction made in fixing the workload of teachers between:

(a) Teaching for M Lib Sc classes and teaching for other classes.

(b) Lectures, seminars, tutorials and practicals. [Give details of the rules (or convention) followed, if the answer to the above is in the affirmative].

G31. What is the number of teachers, if any, engaged in research work ?

G32. Give the number of teachers guiding research work of students with their academic qualifications.

G33. Is there any research fellowship provided in library science ? If so, give details.

G4. How many of the teachers have undergone training in teaching ?

G5. Is the department of library science independent of the university library with its Head different from the university librarian ?

G51. Does any member of the staff of the university library take part in teaching work ? If so, give details.

G52. Does any member of the staff of the department of library science attend to any administrative work in the library ? If so, give details such as number of hours per week and kind of work done.

G6. Are teachers of the department of library science allowed to avail of vacations as teachers of the other departments of the university ? If not, give reasons and any other information bearing on the subject.

G7. Is there any arrangement for periodical exchange between members of the library staff and members of the staff of the department of library science ?

G8. Is the department of library science given the same status and privileges as the other teaching departments of the university ? If not, give reasons and any other information bearing on the subject.

H. Non-professional Content

H1. What are the non-professional subjects forming the essential part of the library science course prescribed for study at each of the following levels:
Ph D
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

H2. What is the proportion of the number of hours allotted for these subjects to the number of hours allotted for the subjects

forming the professional content of the curriculum ? (Furnish copies of syllabuses for these subjects together with question papers for the last three years).

H3. Is the performance in any of these papers taken into consideration for determining the result or the rank of the students in the final examination ?

H4. Are all, or any of the above subjects compulsory or elective ?

H5. Are the teachers for these subjects found from within the department or outside ? Give details.

H6. Is the remuneration of the teachers of these subjects debited to the account of the department of library science ?

J. Physical Facilities

J1. Is the department of library science located within the library or outside ? (Give details stating the number of (a) lecture rooms (b) rooms for practical work (c) rooms for library work (d) rooms for seminars (e) rooms for students (f) rooms for office work and (g) rooms for staff. Mention details of other rooms also, if provided).

J2. What is the area (in sq. metres) of space available for each student in the library rooms, in the practical work rooms, and in the lecture rooms ?

J3. Apart from the normal furniture in the lecture rooms, is any type of special furniture provided for practical work ? If so, give details.

J4. Does the department have any equipment as aid to teaching ? If so, give details.

K. Library Facilities

K1. Give the number of books in library science available in the library and the number of current periodicals in library science subscribed for (furnish a list of the periodicals).

K2. Indicate the number of books in library science loaned out by the library in the course of the week January 16-22, 1961 to
(a) students
(b) teachers.

If the above information is not available, give the average number per week.

K3. What is the procedure for the acquisition of books and periodicals in library science by the library ?

K4. Is the department autonomous in respect of buying books or are its requirements scrutinised by a central library committee or any other body of that type ?

K5. Is there a separate departmental library in library science ? If so, give its size and budget.

K6. Is there any arrangement in the department for circulation, among members of the staff, of current periodicals in the field of library science ?

K7. Are current issues of periodicals in the field of library science and in other related fields loaned to the members of the department of library science ?

L. **Fees and Scholarships**

L1. What are the fees prescribed for each of the following courses (Admission fee, tuition fee, examination fee, and any other fees):
Ph D
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

L2. Are there any free studentships or scholarships and if so, what is their number in each of the courses:
Ph D
M Lib Sc
B Lib Sc
Dip Lib Sc
Cert Lib Sc
Any other normal or special course.

APPENDIX 2

Summary of Replies to the Questionnaire Regarding the Facilities for Teaching and Research in Library Science in Indian Universities

GENERAL STATEMENT No. 1

A Levels of Training

S. No.	University	Course	Objectives
1.	Aligarh	(1) B Lib Sc	To provide a thorough grounding in every phase of library science.
		(2) Cert Lib Sc	To train the junior echelon of library workers for university, college and research libraries, and librarians for schools and smaller public libraries
2.	Andhra	(1) Dip Lib Sc	To train librarians to handle professional work.
		(2) Cert Lib Sc	To train semi-professionals.
3.	Banaras	Dip Lib Sc	To give training in librarianship and to create trained library personnel.
4.	Baroda	Dip Lib Sc	(1) To understand and appreciate the functions and purpose of the library in the social, academic and special set up. (2) To acquire necessary understanding of the inter-relations of various processes involved in the fulfilment of the functions of the library. (3) To impart basic training in the methodology and use of bibliographical control.
5.	Bombay	Dip Lib Sc	To prepare librarians who can take charge of libraries and manage them according to modern methods and with their background knowledge provide guidance to the readers.
6.	Calcutta	Dip Lib Sc	Better library service to readers and better status for trained librarians and library staff.
7.	Delhi	(1) Ph D	Training candidates in the methods of research.
		(2) M Lib Sc	(1) To give the student specialised knowledge in respect of (a) types of libraries (b) types of library materials. (2) To acquaint them with (a) organisation of knowledge (b) research organisations and research methods and

	Delhi (*contd.*)				(3) To make them proficient in (a) advanced techniques of library classification and cataloguing and (b) methodology of documentation and bibliography.
		(3)	Dip Lib Sc	(1)	To give the student an understanding of the basic principles of library science.
				(2)	To train in the skills of librarianship and management of libraries.
				(3)	To acquaint generally with the social, cultural, educational and communicational framework of the library.
		(4)	Ad hoc courses for which no university certificate or Dip is issued. ...	...	To make the trainee proficient in selected fields of librarianship.
8.	Karnatak		Dip Lib Sc	(1)	To initiate promising young men and women in the art of organising, administering and developing libraries.
				(2)	To enable them to handle effectively day-to-day work both technical and non-technical in a modern library.
				(3)	To impress upon them the important role that libraries play in the cultural life of a community and the need for them to be worthy workers in the profession.
9.	Kerala		B Lib Sc	(1)	To give basic training in library science including its fundamental laws, library organisation, library techniques, library service and bibliography.
				(2)	To train persons in the day-to-day work demanding professional skill and knowledge in large modern libraries and to manage small libraries.
10.	Madras	(1)	B Lib Sc	...	To give a sound professional education to graduates in the scientific management of libraries.
		(2)	Cert Lib Sc	...	To train undergraduates at semi-professional level to work in the libraries.
11.	Nagpur		Dip Lib Sc	...	Not defined.
12.	Osmania	(1)	Dip Lib Sc	(1)	To give the student an understanding of the basic principles of library science.

Appendix 2 (contd.)

S. No.	University	Course	Objectives
	Osmania (*contd.*)		(2) To train him in the technique of library science and the management of libraries. (3) To acquaint him generally with the social, cultural, educational and communicational functions of the library.
		(2) Cert Lib Sc (was to be discontinued from 1962-63)	
13.	Panjab	Dip Lib Sc	(1) Understanding in the basic principles of library science. (2) Training in the skills of librarianship and management of libraries.
14.	Rajasthan	(1) B Lib Sc	... To train librarians working in medium sized libraries in colleges.
		(2) Cert Lib Sc	... To train librarians working in small libraries in schools.
15.	S N D T Bombay	Dip Lib Sc	(1) To give the student a sound general training in library science. (2) To give her an understanding of the basic principles of library science. (3) To train her in the technical skill of librarianship. (4) To acquaint her with the social, cultural, educational and communicational role of the various types of libraries.

Appendix 2 (contd.)

GENERAL STATEMENT No. 2

D Apprenticeship

A pre-training apprenticeship for 4 months in an approved library is insisted on only by the University of Madras. In this case the university helps the students to find suitable libraries for the apprenticeship if the help is sought. The apprenticeship starts after admission, but before the commencement of the course. In the regulations for the proposed B Lib Sc course of the Banaras Hindu University it is provided that only those with at least 4 months' experience in an approved library will be admitted. There is no post-training apprenticeship in any of the universities.

GENERAL STATEMENT No. 3

F Duration of the Courses

The duration of the Dip Lib Sc and B Lib Sc courses is one academic year in all the universities. The duration of the M Lib Sc course of the University of Delhi is one academic year after diploma or bachelor's course. The minimum period prescribed for the submission of thesis for the Ph D degree of the University of Delhi after registration is 2 years.

The duration of the certificate course in the different universities is as follows:

Aligarh	...	4 months
Andhra	...	3 months
Madras	...	3 months
Osmania	...	3 months
Rajasthan	...	4 months.

Appendix 2 (contd.)

GENERAL STATEMENT No. 4

G Department of Library Science and Staff (G. I)

Sl. No.	University	Name	Designation	Qualifications	Administrative experience	Teaching experience	No. of published papers
1	2	3	4	5	6	7	8
1.	Aligarh	(1) S Bashiruddin (retired)	Librarian and Chairman Department of Lib Sc	M A F L A			
		(2) T P Saxena	Lecturer	B A (Hons), M A (Lucknow) Dip Lib Sc (Calcutta)	12 years	3 years	12 papers
		(3) Saifuddin	-do-	B A (Mad) LL B (Osmania) M Lib Sc (Delhi)	10 „	2 „	4 „
		(4) Miss Mumtaz Fatima	-do-	M A (Alig) B Lib Sc (Alig) Dip in French (Alig)	6 „	2 „	
		(5) Muzaffar Ali	Asstt Librarian	M A M Lib Sc (Delhi)	—		
		(6) Haji Malid Zubrai	Library Asstt	—			
2.	Andhra	(1) K Ramakrishna Rao	Librarian	M A (Phil) M A Hons (Psy) M A (Lib)	Not furnished	„	
		(2) K Venktaratnam	Dy Librarian	M A Dip Lib Sc (Chicago)		„	
		(3) K Sivareddy	Lecturer	M A (Hons) Dip Lib Sc		„	
		(4) P Vasudeva Rao	Asstt Librarian	B A B L Dip Lib Sc		„	
		(5) M Satyanarayana	-do-	B A Dip Lib Sc		„	
		(6) P Ramachandra Rao	Sr Library Assistant	-do-		„	
		(7) S Koteswara Rao	-do-	B A Dip Lib Sc		„	
3.	Banaras	(1) P N Kaula	Librarian and Head of the Department of Lib Science	M A M Lib Sc Dip Lib Sc	11 years	11 years	10 books and 200 articles
		(2) L S Shukla		M A LL B D P A Dip Lib Sc			2 papers
		(3) B N Ghatak		B Sc Dip Lib Sc			

4.	Baroda	(1) C P Shukla	University Librarian	M A B T (Bomb) M A L S Ph D (Mich)	14 years	11 years	one book, one thesis and 6 papers
		(2) H C Mehta	Asstt Librarian	B Sc (B Com) Dip Lib Sc (Baroda)	7 „	5 „	Nil
		(3) A V Thakore	-do-	B Sc (Bom) Dip Lib Sc (Bom) M Lib Sc (Columbia)	6 „	2 „	5 papers
		(4) M P Thakore	Supdt Reference Section	B Sc (Bom) Dip Lip Sc (Baroda)	7 „	5 „	Nil
5.	Bombay	(1) D N Marshall	University Librarian	M A Dip Lib Sc	—	10 „	
		(2) B Anderson	Dy Librarian	-do-		-do-	
		(3) G C Banerji	—	M A (Oxon)		-do-	
		(4) W Goelho	—	M A		-do-	
		(5) L B Keny	—	M A Ph D		-do-	
		(6) K R Mahishi	—	M A Ph D Dip Lib Sc		-do-	
		(7) S S Hoskot	—	-do-		5 years	
		(8) M B Vajifadar	—	-do-		5 years	
6.	Calcutta	(1) P C Bose		B A (Hons) (C U), Dip (A L A)	25 years	16 „	
		(2) A K Mookerjee	Chief Librarian, Jadavpur University	M A (C U) Dip Lib (A L A)	24 „	—	3 books and articles in journals
		(3) B Majumdar	Librarian, Ramakrisna Institute of Culture Library	M A LL B (C U) Dip Lib Sc (C U)	23 „	7 „	
		(4) G B Ghosh	Librarian, Geological Survey of India	B Sc (Hons) (C U) Dip Lib Sc (Lond)	17 „		

Appendix 2 (contd.)

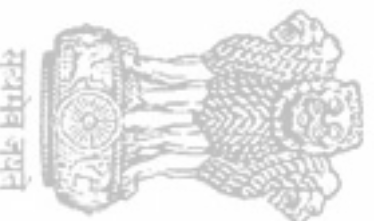
1	2	3	4	5	6	7	8
6.	Calcutta (*contd.*)	(5) S S Mitra	Librarian and Reference Editor, Jugantar Patrika	M A (C U) Dip Lib Sc (C U)	12 years		
		(6) A K Raj Chowdhury	—	M A (C U) Cert Lib Sc (B L A)	—		
		(7) Binoba Nath Basu	Reader, Department of Anthropology, Calcutta University	M Sc (C U) Ph D	—		
		(8) A Sarkar	Lecturer in Languages and Librarianship, Calcutta University	M A LL B Dip Lib Sc (C U) Sahitya Ratna (Allah)	—		
		(9) R K Mukerjee	Lecturer in French and Librarianship	M A (C U) Dip Lib (Imp Lib)	—		
		(10) H G Biswas	Lecturer in Languages and Librarianship	M Sc (C U), Ph D			
		(11) Mrs O N Gomeva	Lecturer in Languages and Librarianship Training Department	B A B T			
7.	Delhi	(1) S Das Gupta	University Librarian and Head of the Deptt of Library Science (Prof)	M A (Delhi) M A Cantab) Dip Lib Sc (Madras)	—		
		(2) A L Kapoor	Reader	M A (Pb) M Lib Sc (Delhi)	4 years	3 years	
		(3) D S Aggarwal	Lecturer	M A M Lib Sc (Delhi)	4 ,,	3 ,,	
		(4) P B Mangla	-do-	M A M Lib Sc (Delhi)	2 ,,	3 ,,	
		(5) Krishan Kumar	-do-	M A (Pb) M Lib Sc (Delhi)	1 year	1 year	
		(6) Mrs V K Sundaram	-do-	B A (Hons) (Lond) Dip Lib Sc	$2^1/_2$ years	-do-	
		(7) Mrs Malati M Kanbur	-do-	B Sc (Kar) M Lib Sc (Delhi)	$1^1/_2$ years	-do-	

8.	Karnatak	(1) K S Deshpande	Librarian	M A Dip Lib Sc (Bom) Dip Lib (LA)	12 ,,	—	3 books and 4 papers
		(2) M R Kumbhar	Dy Librarian	B A (Kar) M Lib Sc Delhi)	12 ,,	—	1 paper
		(3) S R Ginjal	Librarian, Karnatak College, Dharwar	M A (Kar) Dip Lib Sc (Delhi)	10 months	—	
		(4) R R Atgar	Librarian, Kannada Research Institute, Dharwar	M A (Bom) Dip Lib Sc (Bom)	14 years		
		(5) B B Hungund	Asstt Librarian, University Library	B A (Kar) Dip Lib Sc (Bom)	4 ,,		
		(6) V B Hubli	Asstt Librarian, Karnatak University Library	B A (Kar) Dip Lib Sc (Baroda)	2½ ,,		
9.	Kerala	(1) K A Isaac	University Librarian and Reader in Library Science	B Sc (Kerala) Dip Lib Sc (Delhi) M Lib Sc (Delhi)	9½ ,,	4½ years	12 papers
		(2) M N Ramakrishnan Nayar	Lecturer in Library Science	M A (Mad) Dip Lib Sc (Madras)	5½ ,,	1 year	1 paper
		(3) A B George	-do-	M A (Agra) Dip Lib Sc (Madras)	6½ ,,	1 year and 3 months	—
10.	Madras	(1) D B Krishna Rao	Professor	M A M Sc (Mad) Ph D (Delhi)	20 ,,	2 years	30 papers
		(2) A Thirumalaaimuthuswamy	-do-	M A B T Dip Lib Sc	7½ ,,	3 ,,	12 papers and 6 books
		(3) T Tyaganatarajan	-do-	B A Dip Lib Sc M S (Columbia)	5 ,,	2 ,,	6 papers and 2 bibliographies
11.	Nagpur	(1) N N Gidwani	—	M A (Bom) M Ed LL B Dip in Voc Guidance Dip Lib Sc	—	12 ,,	

Appendix 2 (contd.)

1	2	3	4	5	6	7	8
11.	Nagpur (*contd.*)	(2) D M Hote	—	B A Dip Lib Sc		4 years	
		(3) P P Deshmukh	—	B A LL B Dip Lib Sc		3 „	
		(4) V B Joshi	—	B A Dip Lib Sc		Nil	
		(5) R B Pawai	—	B Sc LL B Dip Lib Sc		Nil	
12	Osmania	(1) M Yazdani	Head, Deptt of Lib Science	B A (Alig) Dip Lib Sc (Mad) Certificate in Preservation, British Museum	22 years	4 years	
		(2) K Raghava Reddi	Dy Director for Public Libraries, Hyderabad	B A (Mad) T D (Lond) Dip Lib Sc (Madras)	20 years	Not specified	
		(3) K H Bendigiri	Librarian, U S I S Hyderabad	M A (Bombay) Dip Lib Sc Bombay M A Lib Sc (Columbia)	10 „	„	
		(4) B P Shenoy	Asstt Librarian, Osmania University Library	B A (Mad) Dip Lib Sc (Mad) M Lib Sc (Delhi)	12 „	„	
		(5) Ahmed Ali	Librarian, City Science College, Hyderabad	B A (Osmania) Certificate in Liby Admn (Lond)	20 „	„	
		(6) T Venkat Ramanayya	Asstt Librarian, Nizam College, Hyderabad	M A LL B Dip Lib Sc (Osmania)	2 „	„	
13.	Panjab	(1) Jagdish S Sharma	Librarian and In-Charge diploma course in library science	B A (Hons) (Delhi) M A (Delhi) M Lib Sc (Mich) Ph D (Mich)	15 „	—	8 books and 21 papers
		(2) R L Mittal	Lecturer in library science	B A (Hons) (Pb) M A LL B (Panjab) Dip Lib Sc (Delhi)	11 „	3 years	7 papers
14.	S N D T Bombay	(1) Miss Vidyut Khandwala	Librarian and Head of the School of Liby Sc	B A Dip Lib Sc (Bom)	9 years	1 year	

(2) Miss S A Madiman	Lecturer	M A Dip Lib Sc (Bom)	1 year	1 „
(3) N I Pandya	Librarian, Bhartiya Vidyabhavan, Bombay	M A Ph D Dip Lib Sc	8 years	1 „
(4) G C Banerjee	Principal, Elphinstone College, Bombay	M A B Litt	—	—



GENERAL STATEMENT No. 5

G Department of Library Science and Staff (G 21—G 8)

Sl. No.	University	Average no. of hours of teaching per week prescribed for each teacher		Answers to questions G 22—G 8
		Full time	**Part time**	
1	2	3	4	5
1.	Aligarh	Lecturer 3 classes per day	3	No distinction in fixing work load between lectures, seminars, etc. No teacher is engaged in research. No research fellowship. None has undergone training. Two members of the staff of the library take part in teaching. Teachers do not attend to library work in the normal course. They are allowed vacation. No exchange of staff. The department does not enjoy the same status as other departments.
2.	Andhra	Lecturer 12 hours		None of the teachers has undergone training in teaching. Department is not independent. Teachers are not allowed vacation. No periodical exchange of staff. Department does not enjoy the same status as other teaching departments.
3.	Banaras	Lecturer 20	12	One lecturer has undergone a 6 weeks' training course in the teaching of library science at the Documentation Research and Training Centre at Bangalore. Librarian and Deputy Librarian take part in teaching. The full time staff of the department do not have to attend to administrative work in the library. Vacation allowed. Department is a part of the library and is not on a par with the other teaching departments.
4.	Baroda	Professor (University Librarian) 1 Asstt. Librarian 2nd -do- Teachers for Faculty of Arts and Section Supdt.	4 4 8 2	No teachers are engaged in research. One teacher has undergone training in teaching. No research fellowship. Department is not independent. All teachers are from the library. The department is given the same status as other departments.

5.	Bombay	University Librarian Dy Librarian Asstt. Librarian Visiting Lecturers	5 4 4 4-14 hours a term	No research fellowship. None has teacher's training, department not independent, but part of the university library.
6.	Calcutta	Lecturers-12 Language teachers	4 2	No distinction in fixing work load between lectures, seminars etc. Three teachers are engaged in research. No research fellowship. None has teachers' training. Department is independent. University librarian and one Asstt. Librarian take part in teaching. Teachers have no administrative work in the library. Vacation allowed. No periodical exchange. Status, the same as of other departments.
7.	Delhi	Readers and 5 Lecturers	4	No distinction made between teaching for M Lib Sc and for other classes. Two teachers have taken up research assignments. A post research fellowship exists, but is vacant. None has teacher's training. Department is independent. University librarian and another member of the library staff take part in teaching. Teachers do not have to attend to library work. Vacation allowed. No periodical exchange of staff. Department enjoys the same status as other teaching departments.
8.	Karnatak	Lecturers Tutors	2-4 hours 2 hours	Two teachers are engaged in research. The department is a part of the university library.
9.	Kerala	Reader (University Librarian) Lecturers 15	6	No distinction in fixing work load between lectures, seminars, etc. No teachers are engaged in research. No research fellowship. None that has undergone training in teaching. The department is independent, but the University Librarian is the Head. None except the Librarian from the library takes part in teaching. The teachers do not have to attend to administrative work in the library. Teachers are allowed vacation. No periodical exchange of staff. The department is given the same status as other departments of the university.
10.	Madras	Professor 7 Lecturer 19 (for B. Lib. Sc.) 24 hours a year for certificate	2 hours	Three teachers are engaged in research work and one is guiding research. No research fellowship. One teacher has undergone teacher's training. The University Librarian takes part in the teaching work. Teachers in the department do not have to attend to

Appendix 2 (contd.)

1	2	3	4	5
	Madras (*Contd.*)			administrative work in the library. No vacation. No periodical exchange. Department is independent and enjoys the same status as other teaching departments.
11.	Nagpur	Lecturer	4-30 hours	None of the teachers engaged in research or in guiding research.
12.	Osmania	Not furnished		No teachers are engaged in research. No teachers have undergone training in teaching. The department is independent, but the university librarian is the Head.
13.	Panjab	Lecturer 20	Nil	No distinction made in fixing work load between lectures, seminars, etc. Two teachers are engaged in research. The department is not independent. The staff of the department except the Librarian do not have to attend to administrative work in the library. Teachers of the department are not allowed vacation. No periodical exchange of staff. The department is given the same status as other departments.
14.	Rajasthan	Lecturer 16	6 hours	No distinction in fixing work load between lecturers, seminars, etc. Four teachers are engaged in private research. None is guiding research. No research fellowship. Department is not independent. Two members of the library staff supervise practical work. Teachers do not have to attend to administrative work in the library. They are allowed vacation. No periodical exchange of staff. Department enjoys the same status as other teaching departments.
15.	S N D T Bombay	Lecturers 12	2—4	None of the teachers has undergone teacher's training. Department is not independent. University Librarian is the Head and takes part in teaching. The lecturer in the department has to work in the library for 2-3 hours a day. Vacation not allowed. There is periodical exchange of staff. Department has the same status as other teaching departments.

GENERAL STATEMENT No. 6

V Physical Facilities

Sl. No.	University	Is the deptt. located within the library or outside	Details of room	Areas of space available for each student in the different rooms	Details of special furniture if any, given for practical work	Equipments, if any as aid to teaching
1	2	3	4	5	6	7
1.	Aligarh	Within the Library	1 Lecture Hall and one wing of a floor of the library	Cannot be computed with accuracy	Nil	Audio-visual equipments
2.	Andhra	-do-	Two lecture rooms and one seminar room	—	—	—
3.	Banaras	-do-	One lecture room and one library room	—	Nil	There are a few educational films
4.	Baroda	-do-	A class room, another room and a large hall in addition to the general lecture hall	Total area 2320 sq. ft.	Nil	Various physical forms of catalogues, micro-cards, micro-films, and their readers
5.	Bombay	Outside	One class room	Total area 676 sq. ft.	Nil	Audio-visual aids
6.	Calcutta	-do-		Lecturer room 1·5 metres. Practical work room 3 metres	Nil	Nil
7.	Delhi	Within the library	Three lecture rooms which are also used for practical work and seminar, one room for library work, two rooms for office work and 6 rooms for staff	Library room 2·5 sq. metres. Lecture room 3·85 sq. metres	Nil	Nil
8.	Karnatak	Housed in a separate hall	One hall	Total area 1600 sq. ft.	—	—

Appendix 2 (contd.)

1	2	3	4	5	6	7
9.	Kerala	Within the Library	One room for lectures and seminars, one room for library work, practical work and office, one room for students and two rooms for staff	Library room and practical work room 8 sq. metres. Lecture room 4 sq. metres	Nil	Nil
10.	Madras	Outside	One lecture room, one professor's room and one room for lecturers	1½ sq. metres in the lecture room.	Nil	Nil
11.	Nagpur	Within the Library	One lecture room	About 3·5 sq. metres	Nil	Nil
12.	Osmania	Outside	Lecture rooms—2 Rooms for practical work—2			Nil
13.	Panjab	Within the Library	One lecture room, one seminar room and one staff room.	Total 170 sq. metres.	Nil	Micro-films, micro-film reader, micro-card reader, Films on library science
14.	Rajasthan	-do-	—	25 sq. metres in the lecture room.	Nil	Nil
15.	S N D.T Bombay	-do-	One class room—staff and students use the common rooms of the university.	Lecture and practical work room-5 sq. metres Lecture room 3·85 sq. metres.	Nil	Nil

GENERAL STATEMENT No. 7

K Library Facilities

Sl. No.	University	No. of books in Lib Sc available in the liby.	No. of current periodicals subscribed for	No. of books loaned out to staff and students in a week	Procedure for acquisition of books	Is there a separate departmental library ? If so, its size and budget	Are current periodicals circulated or loaned ?
1.	Aligarh	2,790	30	Students—2 books per student Teachers—20	Not autonomous. Purchases are sanctioned by the chairman library committee	Yes, 27°0 Rs. 1000/- a year	Both circulated and loaned
2.	Andhra	—	26	Students about 100, Staff about 50	Autonomous. Librarian orders the books	No	Yes
3.	Banaras	2,000	39	—	Autonomous	Yes, Rs. 4,100/- a year	Yes
4.	Baroda	2,400	36	Students—52 Teachers—12	Deptt. is autonomous and Librarian makes the selection	Yes, 2400 vols. Rs. 1500/- a year	No circulation. Current numbers are loaned
5.	Bombay	2,000	—	Students 15-20	Autonomous. Librarian purchases books	There is a collection of 500 books reserved for the use of students	
6.	Calcutta	700	31	Average number per week—140	With the approval of the professor-in-charge of the library training department	No	No circulation. Current journals except the latest are loaned
7.	Delhi	3,276	112	Students—150 Teachers—39	Autonomous. The head of the deptt. makes the purchases	Yes, 2036 books Rs. 10,000/- a year	No circulation. Current numbers are loaned

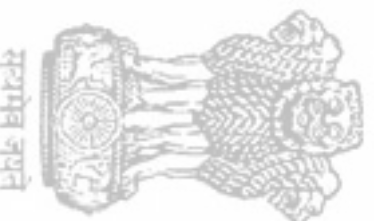
1	2	3	4	5	6	7	8
8.	Karnatak	161	23	—	Library committee approves purchase on the recommendation of the librarian	No	Yes
9.	Kerala	444	20	Students—84 Teachers—22	The department is autonomous and librarian makes the selection	No	No circulation or loan
10.	Madras	800	14	Students—30 Teachers—10	Department recommends and librarian buys books	No	No
11.	Nagpur	450	12	Students—13	Autonomous. Librarian orders the books	No	No
12.	Osmania	600	13	Average—150	Department is autonomous and librarian makes the selection	No	Both circulated and loaned
13.	Panjab	1950	34	Students—100 Teachers—25	-do-	Yes, a Seminar Library. No separate budget	-do-
14.	Rajasthan	200	—	Students—150 Teachers—20	Autonomous. Librarian orders the books	No	No
15.	SNDT Bombay	51,000	32	Students—38 Teachers—8	The purchase is approved by the Chairman and one of the members of the Library Committee	No	Yes

GENERAL STATEMENT No. 8

L Fees and Scholarships

Sl. No.	University	Course	Fees						Studentships or scholarships
			Admission	Tuition	Examination	Registration	Medical Exam.Fee	Other	
1	2	3	4	5	6	7	8	9	10
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1.	Aligarh	(1) B Lib Sc	5/-	132/-	25/-	5/-	1/-	64/-	For the certificate course 10% of the students are given full fee concession and 20% are given half concession
		(2) Cert Lib Sc	5/-	20/-	15/-	5/-		2/-	
2.	Andhra	(1) Dip Lib Sc		30/- per term					Nil
		(2) Cert Lib Sc		51/- for the year					
3.	Banaras	Dip Lib Sc	3/-	90/-	25/-	2/-	—	38/-	20% of the tuition fee
4.	Baroda	Dip Lib Sc		100/- per term	75/-	20/-	—	31/-	15% of the students are given studentships or scholarships
5.	Bombay	Dip Lib Sc	10/-	60/- per term	30/-	—	—	—	Nil
6,	Calcutta	-do-		150/-	40/-	—	—	—	Nil
7.	Delhi	(1) M Lib Sc	15/-	216/-	62/-		—	3/-	Three scholarships of the value of Rs. 150 per mensem were given during 1961-62 in the diploma course
		(2) Dip Lib Sc	15/-	180/-	37/-		—	3/-	
8.	Karnatak	Dip Lib Sc	—	60/-	30/-	10/-	5/-	8/-	
9.	Kerala	B Lib Sc	2/-	120/-	35/-		1/-	19/-	Nil
10.	Madras	(1) B Lib Sc	—	200/-	50/-			2/-	
		(2) Cert Lib Sc	—	20/-	5/-				Nil

1	2	3	4	5	6	7	8	9	10
11.	Nagpur	Dip Lib Sc	10/-	125/-	45/-	—	—	17.50	5% free studentships
12.	Osmania	Dip Lib Sc	10/-	60/-	30/-	—	—	30/-	Nil
13.	Panjab	Dip Lib Sc	5/-	15/- per month	55/-	5/-	6/-	13.50	10% of students are given fee concession
14.	Rajasthan	B Lib Sc	2/-	200/-	30/-	2/-	—	45.60	
15.	S N D T Bombay	Dip Lib Sc	10/-	100/- per term	75/-	—	—	24/-	Nil



GENERAL STATEMENT No. 9—B Lib Sc

B Recruitment of Students

Sl. No.	University	Minimum qualifications	Are employment opportunities taken into consideration in admitting candidates ?	Representation, if any, of subjects of specialisation	Is preference given to masters for honour's degree holders	University's responsibility or help, in the placement of trained persons	Employment position of persons trained during the last five years
1	2	3	4	5	6	7	8
1.	Aligarh	Bachelor's degree of a recognised university	No. Deputed candidates are preferred. No complaint so far of lack of opportunities	None	Yes	No responsibility is taken. But department has helped alumni in finding suitable employment	No information
2.	Kerala	-do-	Yes. Deputed candidates are preferred	None	Yes	The course was started only in 1961-62	The first batch is yet to be presented for the examination
3.	Madras	-do-	No	Yes, as far as possible	Yes	None	No information
4.	Rajasthan	-do-	—	None	Yes	None	The first batch is yet to be presented for the examination

Appendix 2 (contd.)

GENERAL STATEMENT No. 10—B Lib Sc

C Professional Content of the Course

Sl. No.	University	Compulsory papers	Optional papers if any	Records of sessional work if any to be submitted for examination	Marks Maximum	Marks Minimum for I class	Marks Minimum for II class	Minimum for pass	Remarks
1	2	3	4	5	6	7	8	9	10
1.	Aligarh	(1) Library Classification (Theory) (2) -do- (Practical) (3) Library Cataloguing (Theory) (4) -do- (Practical) (5) Library Organisation (6) Library Administration (7) Reference Service and Document Bibliography (8) Physical Bibliography and Book Selection	Any one of (1) Documentation (2) Oriental librarianship (3) Audio-visual Library methods (4) Universe of knowledge and world of books	Nil	800/-	60%	48%	36% of the aggregate and 20% in each paper	Optional paper to be introduced from 1962-63
2.	Kerala	**Part I** (1) Library Organisation (2) Library Administration (3) Reference Service and Document Bibliography (4) Physical Bibliography and Book Selection **Part II** (5) Library Classification (Theory) (6) -do- (Practical) (7) Library Cataloguing (Theory) (8) -do- (Practical)	Nil	(1) Book selection cards written (2) Catalogue cards written (3) Practical classification note book (4) Description of ref. books and diary of reference service (5) Drawings of fittings and furniture	900	60%	50%	40% for each part and records of sessional work and 30% for each paper	

3.	Madras	**Group I** (1) Library Organisation (2) Library Administration **Group II** (1) Physical Bibliography and Book Selection (2) Document Bibliography and Reference Service **Group III** (1) Library classification (Theory) (2) -do- (Practical) **Group IV** (1) Library Catalogue (Theory) (2) -do- (Practical)	Nil	Nil	800	60%	50%	40%
4.	Rajasthan	-do-	Nil	Nil	800	60%	50%	40% with a minimum of 30% in each group

Note : Answer to C 4 is negative in all cases.

Appendix 2 (contd.)

GENERAL STATEMENT No. 11—B Lib Sc

E Teaching Methods

Sl. No.	University	Lectures	Discussion classes	Tutorial work	Hours of directed or purposive self study	Essay work	Observation work	Field work	Colloqium and seminar	Total
1.	Aligarh	23	—	6	—	—	—	—	Occasional	29
2.	Kerala	18	—	5	—	—	[illegible]	—	2	33
3.	Madras	16	3	3	12	3	[illegible]	—	2	42
4.	Rajasthan	20	—	4	—	—	6	—	1	31

GENERAL STATEMENT No. 12—Dip Lib Sc

B Recruitment of Students

Sl. No.	University	Minimum qualifications	Are employment opportunities taken into consideration in admitting candidates	Representation, if any, of subjects of specialisation	Is preference given to master's or honour's degree holders	University's responsibility or help in the placement of trained persons	Employment position of persons trained during the last five years
1	2	3	4	5	6	7	8
1.	Andhra	Bachelor's degree in science and arts	Yes	Yes	Yes	Library school tries to find placements	All employed as far as information is available
2.	Banaras	Bachelor's degree of a recognised university	Deputed candidates already working are preferred	Science graduates preferred	Yes	No responsibility, but names are recommended on request	-do-
3.	Baroda	-do-	Yes, not more than 15 students are admitted taking into consideration the present demand of the region	Nil	Yes	Informal placement service is maintained	All employed
4.	Bombay	A degree	Yes	Science graduates preferred	Yes	In each case a report card is maintained and according to enquiries received, students are recommended	-do-
5.	Calcutta	Bachelor's degree of a recognised university	Yes, as far as can be anticipated	Yes	Yes	The department helps in the placement of trained persons	Actual figures not available
6.	Delhi	-do-	Yes	Preference is given to science graduates other things being equal	Yes	Every help is given to the students for placement	All employed as far as information is available

1	2	3	4	5	6	7	8
7.	Karnatak	Bachelor's degree (II Class)	Yes	—	Yes	The university contemplates giving such assistance	
8.	Nagpur	Bachelor's degree	No	None	Yes	Help is given for suitable placement	Majority of trained persons have been employed
9.	Osmania	-do-	No	None	Yes	—	All employed
10.	Panjab	-do-	—	Science graduates and trained teachers are preferred	Yes	None	-do-
11.	S N D T Bombay	-do- (Women only)	Yes	—	Yes	Plans are under consideration	Course started in 1961-62

GENERAL STATEMENT No. 13—Dip Lib Sc

C Professional Contents of the Course.

Sl. No.	University	Compulsory papers	Optional paper if any	Records of sessional work if any to be submitted for examination	Marks				Remarks
					Maximum	Minimum for I class	Minimum for II class	Minimum for pass	
1	2	3	4	5	6	7	8	9	10
1.	Andhra	**Group A** (1) Library Administration and routine (2) Library Organisation **Group B** (3) Classification (Theory) (4) Classification (Practical) **Group C** (5) Cataloguing (Theory) (6) Cataloguing (Practical) **Group D** (7) Bibliography and Reference work (8) Record work	Nil	(1) Cataloguing practical (2) Classification practical. (3) Bibliography and reference work	700	60%	—	40% subject to a minimum of 30% in each paper	25 marks each for records of term work
2.	Banaras	**Group I** (1) Cataloguing (Theory) (2) Cataloguing (Practical) **Group II** (3) Classification (Theory) (4) Classification (Practice) **Group III** (5) Library Organisation and Administration—General principles (6) One of the optional papers **Group IV** (7) Reference Service, Bibliography and Book Selection	Any one of (1) university, college and special libraries (2) Public libraries (3) School and children's library	Students are required to submit their observational and practical records but not for examination	700	60%	45%	35% in each group and 25% in each paper	

1	2	3	4	5	6	7	8	9	10
3.	Baroda	**Part I Theory** **Group A** (1) Library classification (2) Library cataloguing **Group B** (1) Bibliography and Book selection (2) Reference Service, General and Special **Group C** (1) Library organisation (2) Library administration **Part II Practical** (1) Classification (2) Cataloguing (3) Reference work	It is stated that all papers except group B, Paper II have an option. This is not borne out by the syllabus	30% marks in each theory paper are reserved for sessional work which consists of essays, assignments, tutorials etc. 40% of the marks of each head of practical work are also assigned for sessional work	—	60%	50%	35% in each paper and 40% in each group 50% in part II	
4.	Bombay	8 papers	Nil	Not for the purposes of the final examination		65% of aggregate in parts 1 & 2	50% of the aggregate in parts 1 & 2	40% in Part 1 50% in Part 2	
5.	Calcutta	(1) Classification (Theory) (2) -do- (Practical) (3) Cataloguing (Theory) (4) -do- (Practical) (5) Bibliography and Books Selection (6) Reference work (7) General Knowledge (8) Language	Nil	Nil	800	60%	50%	40%	

6.	Delhi	(1) Library Classification (Theory) (2) -do- (Practical) (3) Library Catalogue (Theory) (4) -do- (Practical) (5) Physical Bibliography and Reference Service (6) Books Selection and Document Bibliography (7) Library Organisation and Public Library Service (8) Library Administration	Nil	Nil	800	60%	50%	40%	
7.	Karnatak	**Part A Theory** **Paper 1 Section A** History of Libraries and Library movement ,, **Section B** Physical Bibliography **Paper 2** Library Classification **Paper 3** Library Cataloguing **Paper 4** Library Organisation and Library Legislation **Paper 5** Library Administration (Section A: Principles of modern office management etc.) (Section B: Reference and information service and Documentation) **Paper 6** General Knowledge **Part B** (1) Cataloguing (2) Classification (3) Viva voce in Reference Service.	Nil	Journals and log books in (1) Cataloguing (2) Classification (3) Reference work (4) Drawings of fittings and furniture	900	65%	50%	40% in theory and 50% in practicals	Minimum marks for distinction 70%

12		3	4	5	6	7	8	9	10
8.	Nagpur	**Part I** (1) Library Organisation (2) Library Administration (3) Classification (4) Cataloguing (5) Bibliography, Book Selection and Reference Service **Part II** (1) Practical test in classification (2) Practical test in cataloguing (3) Viva voce	Nil	(1) Class work in classification (2) Class work in cataloguing (3) Class work in Reference Service Bibliography, etc. (They are included in Part II)	700	60%	50%	40% (35% in Part I and 45% in part II)	
9.	Osmania	(1) Library Administration (2) Library Organisation (3) Bibliography, Book Selection and Reference work (4) Classification (Theory) (5) Cataloguing (Theory) (6) Classification (Practical) (7) Cataloguing (Practical)	Nil	Nil	700	60%	50%	33%	
10.	Panjab	(1) Library Classification (2) Library Classification and Cataloguing (Practical) (3) Library Cataloguing (4) Bibliography (5) Book Selection and Reference Service (6) Library Organisation (7) Library Administration	Nil	Sessional note books on practical work in classification, cataloguing and of observation of the different sections of the library	850	60%	50%	40% subject to a minimum of 33% in each paper	A Project report carrying 50% is to be submitted for the examination
11.	SNDT Bombay	(1) Cataloguing (Theory & Practical) (2) Classification (-do-) (3) Information and Reference Service (Theory & Practical) (4) Library Organisation and Library Administration (5) History of Library movement in India and abroad and Physical Bibliography (6) General Knowledge	Nil	Class journals in (1) Cataloguing (2) Classification (3) Information and Reference Service	825	60%	50%	40% subject to a minimum of 35% in each paper and 40% in the practicals	

Note: Answer to C 4 is negative in all cases.

GENERAL STATEMENT No. 14—Dip Lib Sc

E Teaching Methods

Sl. No.	University	Lectures	Discussion classes	Tutorial work	Hours of directed or purposive self study	Essay work	Observation work	Field work	Colloquium and seminar	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra	18	12 (practical)	—	—	—	—	—	—	30
2.	Banaras	30	—	6	—	—	6	—	—	42
3.	Baroda	14	6 (discussion and seminars)	—	—	—	4	—	—	24
4.	Bombay	17	hours for lectures and practicals	—	—	—	—	—	—	—
5.	Calcutta	19	—	4	—	—	2	—	—	25
6.	Delhi	19	—	1	1	—		7 days for each student in the year	1 in a fortnight	
7.	Karnatak	12	4 (Practicals)	—	—	—	12	—	2	30
8.	Nagpur	—	18	—	—	—	—	—	—	18
9.	Osmania		Not furnished							
10.	Panjab	—	14	2	7	3	14	3	1	44
11.	S N D T Bombay	18	Once in a month	6		4 per year	—	—	2 per year	

GENERAL STATEMENT No. 15—Dip Lib Sc

H Non Professional Contents

Non-professional subjects form part of the curriculum of the diploma course in Bombay, Calcutta, Karnatak and S N D T Bombay. The details are given below:

Sl. No.	University	Subjects	Proportion of the no. of hours allotted for these subjects to the no. of hours allotted for professional subjects.	Are marks in these papers counted for determining the result or rank ?	Compulsory or Elective	Teachers	Source of remuneration of teachers
1.	Bombay	Cultural History of India and Outline of General Knowledge	65 periods out of a total of 550 periods	Yes	Compulsory	Both from the department and outside	Paid from the budget of the department
2.	Calcutta	(1) General Knowledge (2) Language	General Knowledge 2 hours per week Language-1 hour per week	Yes	-do-	From out-side	-do-
3.	Karnatak	General Knowledge	One hour per week	Yes	-do-	-do-	—
4.	S N D T Bombay	-do-	-do- (1 : 17)	Yes	-do-	-do-	Paid from the budget of the department

GENERAL STATEMENT No. 16—Cert Lib Sc

B Recruitment of Students

Sl. No.	University	Minimum qualifications	Are employment opportunities taken into consideration in admitting candidates?	Representation, if any, of subjects of specialisation	Is preference given to master's or honour's degree holders	University's responsibility or help in the placement of trained persons	Employment position of persons trained during the last five years
1	2	3	4	5	6	7	8
1.	Aligarh	S S L C or its equivalent with one year's experience of work in a recognised library	Deputed candidates are preferred	—	—	Department helps in placement	Information not available
2.	Andhra	S S L C and some experience of library work	Yes	—	—	-do-	All employed
3.	Madras	(1) Intermediate or pre-University with three year's experience in a library (2) S S L C with five year's experience in a library	No	—	—	None	Information not available
4.	Rajasthan	(1) S S L C with one year's experience (2) Higher secondary or pre-university pass	—	—	—	None	

Appendix 2 (contd.)

GENERAL STATEMENT No. 17—Cert Lib Sc

C Professional Contents of the Course

Sl. No.	University	Compulsory papers	Optional papers if any	Records of sessional work, if any, to be submitted for examination	Maximum	Marks Minimum for I class	Marks Minimum for II class	Minimum for pass	Remarks
1	2	3	4	5	6	7	8	9	10
1.	Aligarh	(1) Classification and cataloguing (Theory) (2) Practical classification (3) Library cataloguing (Practical) (4) Library organisation and routine	Nil	Nil	400	60%	48%	36%	
2.	Andhra	(1) Library administration and procedure (2) Classification. (3) Cataloguing	Nil	Nil	300	—	—	40% with a minimum of 30% in each paper	
3.	Madras	(1) Theory (2) Practical	Nil	Nil	100	60%	(distinction)	40%	
4.	Osmania	Not specified	—	Nil	100	60%	45%	30% with a minimum of 33% in each paper	
5.	Rajasthan	(1) Library Science and Organisation (2) Library Administration (3) Classification and cataloguing (Theory) (4) Classification (Practical) (5) Cataloguing (practical) (6) Bibliography, Book selection and Reference Service (7) School library service	Nil	Nil	700	60%	50%	40% with a minimum of 25% in each paper	

Note: Answer to C 4 is in the negative in all cases.

GENERAL STATEMENT No 18—Cert Lib Sc

E Teaching Methods

Sl. No.	University	Lectures	Discussion classes	Tutorial work	Hours of directed or purposive self study	Essay work	Observation work	Field work	Colloquium work and seminar	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Aligarh	18	—	4	—	—	2 (collective practical)			24
2.	Andhra	14	—	—	—	—	—	—	—	14
3.	Madras	8	—	—	—	—	10	—	—	18
4.	Osmania		Not furnished							
5.	Rajasthan	24	—	—	—	—	—	—	—	24

Appendix 2 (contd.)

GENERAL STATEMENT No. 19—M Lib Sc

The University of Delhi is the only university where the M Lib Sc course is conducted. The details regarding recruitment of students, professional content of course, etc. are given below :

B Recruitment of Students

Admission to the course requires (1) diploma in library science of the University of Delhi or (2) a postgraduate diploma or a bachelor's degree in library science of any other university recognised as equivalent provided that such a candidate has obtained not less than 50% of the marks in the examinations and has passed with not less than 50% in admission test in library classification and library cataloguing at the time of admission.

Employment opportunities are taken into consideration in admitting students.

No consideration is given for representation of the subjects of specialisation in the admission of students.

Preference is given in admission to students with master's or honour's degrees.

The university takes no responsibility regarding the placement of trained persons, but every help is given to the students to secure suitable employment.

None of the persons who has taken the degree during the last five years is unemployed as far as information is available.

C Professional Contents of the Course

There are 7 compulsory papers and one optional paper :

COMPULSORY PAPERS

(1) Universe of Knowledge; structure and organisation
(2) Advanced Library Classification (Theory)
(3) -do- (Practical)
(4) Advanced Library Catalogue (Theory)
(5) -do- (Practical)
(6) Advanced Library Organisation
(7) Literature Survey

OPTIONAL PAPERS

Anyone of

(1) Academic Libraries
(2) Special Libraries
(3) Archival Libraries

There is no grouping of papers.

The paper 'Literature Survey' consists of a sessional paper and bibliography.

No option is given to the students for submitting a thesis in lieu of the optional paper.

The minimum marks for the eight papers are 800. The minimum for a 1st Division is 60%, for a 2nd Division 50% and for a pass 40%.

E Teaching Methods

There are thirteen hours of lecture per week.

Appendix 2 (contd.)

GENERAL STATEMENT No 20—Ph D

The University of Delhi is the only university that has provision for admitting research students for Ph D. During the year under report no students were enrolled for Ph D.

The minimum qualification for enrolment is a master's degree in library science or a subject allied thereto. A viva-voce is also conducted before enrolment.

A viva-voce is necessary for the award of the Ph D degree. Knowledge of a foreign language is not insisted upon. Three examiners are appointed for the evaluation of the research thesis. In addition to thesis, the requirements are residence in Delhi and full time studentship.